# REPORT RESUMES

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SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

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THIS STUDY OF THE PROFESSIONAL, ECONOMIC, AND SOCIAL STATUS OF PUBLIC SCHOOL TEACHERS IN 23 COUNTRIES IN THE AMERICAS INCLUDES DATA ON TRAINED AND UNTRAINED TEACHERS AND ON THE PRESENCE, IF ANY, OF PROFESSIONAL TEACHER TRAINING SCHOOLS. THE ECONOMIC SECTION DEALS WITH TEACHERS' SALARIES IN RELATION TO SALARIES FOR OTHER OCCUPATIONS. THE SOCIAL STATUS SECTION COVERS OFFICIAL RECOGNITION OF PROFESSIONAL NEGOTIATIONS, BASIS OF APPOINTMENTS, TENURE, RETIREMENT, SOCIAL SECURITY, SICK LEAVE, MATERNITY LEAVE, AND OTHER BENEFITS. APPENDIXES INCLUDE COMPARATIVE DATA ON ECONOMIC AND SOCIAL STATUS. (RP)

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# SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS

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# SURVEY
# OF THE STATUS
# OF THE TEACHING PROFESSION
# IN THE AMERICAS

Prepared by Margarita Davies, Special Consultant for the Survey

World Confederation of Organizations of the Teaching Profession
1227 Sixteenth Street N.W., Washington, D.C. 20036, U.S.A.

1964

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# Foreword

Publication of the first edition of the WCOTP Survey of the Status of the Teaching Profession in the Americas marks the third stage in a world-wide programme to improve the conditions of work for teachers--professional, economic and social. The first report dealt with Africa (1961) and the second with Asia (1963).

This study was undertaken by Miss Margarita Davies of Uruguay who spent most of the year 1963 visiting teacher associations, ministries of education and others concerned with education, and inquiring generally into attitudes within and towards the teaching profession. Miss Davies visited 23 countries and she reports on them individually in the current survey.

The picture which Miss Davies gives us of the present state of the teaching profession in the Americas is valuable in itself. However, its greater merit lies in the foundation it establishes for the development of concrete programmes of action to improve conditions for teachers and thus advance the cause of education in general.

All national teacher associations throughout the hemisphere are invited to comment on the report as it applies to their individual countries, or to present to WCOTP additional material to elaborate and/or clarify the overall picture. National teacher associations are also invited to suggest specific programmes of action which might be undertaken by WCOTP to advance the cause of the profession as a whole or the position in their own country as seen in the context of the overall study.

WCOTP expresses its thanks to Miss Margarita Davies for serving as Special Consultant for this Survey on the Status of the Teaching Profession in the Americas and to all those in the countries which she visited who did so much to make this report possible.

William G. Carr
Secretary General

July 1964

# Introduction

Any study embracing the vast territory of the Americas must carefully take into account the wide range of races and varied cultural backgrounds of the 411 million inhabitants of these two continents. In spite of these diversifying factors the area is surprisingly homogeneous if compared with the eastern hemisphere. No other "slice of meridians" in the world presents greater linguistic simplicity, since only four official languages are spoken from pole to pole: English, French, Spanish and Portuguese; the latter two being so similar that no interpreter is needed for mutual comprehension. The exception to this homogenity is the use of Dutch in Dutch Guiana, and Guarani, a native Indian language, in Paraguay. (Paraguay and Canada are the only countries in America which are bi-lingual.) However, there are many millions who still speak only native Indian languages and dialects. The use of these native languages by teachers as a medium of instruction in the schools today is one of the new developments in education enabling the extension of literacy to Indians in Mexico, Central America, Colombia, Ecuador, Peru, Bolivia and southern Chile.

In order to understand the present-day situation of education and teachers, it might be well to recall a few outstanding historical facts.

* Following closely after discovery, America was settled mainly by the largest naval powers of Europe: Spain, Portugal and England.

* The native population of the new continent, mistakenly called Indian, included only two relatively highly developed races in the early 16th century: the Aztec in Mexico and the Inca in Perù. There were other races and tribes less developed, many nomadic in their way of life.

* The causes for migration from Europe to these continents were of various origin. The motivating force behind the expansion of the three powers was ostensibly economic--the mine-rich areas of the continent became fields for plunder, either for the benefit of royalty or for personal gain. Eventually soldiers of fortune and adventurers principally from Spain and Portugal settled great extensions. Their families migrated later. The north was first settled by families with strong religious convictions searching for freedom of beliefs. In other areas the established church saw an opportunity for expanding influence. The religious bent given to the new settlements has had far-reaching effects and the church is still a powerful force in many fields, including education, in many countries of the continent.

* Geographical position in relation to Europe has also played an important role in the development of the continent. The countries on the Pacific coast have been at a disadvantage in relation to those on the Atlantic coast in that communication with the mother country--source of all cultural as well as industrial growth - was less intensive.

* The population of the Americas at the time of Independence--1776 to 1830--was composed mostly of Europeans; native Indians, who mainly inhabited the highlands of the Andes and the Rocky Mountains; and Africans, kidnapped from their native land, who mainly inhabited the tropical and sub-tropical plains where, because of plantations, much labour was needed. The present-day population is made up of the races of the whole world. In many countries there are communities living according to the traditions of their forefathers in the mother country and speaking the mother tongue. However, by far the largest part of the population speaks the language of the country it lives in and abides by its mores.

The features of education in the Americas today are closely related to the geographical, historical and social factors briefly outlined above. Educationally the Americas can be divided into two groups: countries with Anglo-Saxon cultural background, and those with the Spanish-Portuguese heritage. In the first group--the United States of America, Canada, Trinidad, Jamaica, Barbados and British Guiana--education is a community affair and teaching is a full-time career for the professional responsible for educating children from ages 5 to 18. School administration is highly decentralized.

In the second group, which includes all the remaining countries, teaching in primary or elementary schools is on the whole a distinctive career. This area involves teaching children from ages 5 to 12 or 14 for four to six years at most. A definite break and even a barrier is made before embarking on the next stage, termed secondary or "middle" education (enseñanza media, ensino médio). Here instruction is imparted in general by part-time teachers--university graduates, or simply persons who have specialized in a given field or subject. In most of these countries, teachers are distinguished by different names according to the level: "maestro" in primary and "profesor" in secondary. Occasionally they are grouped under the general term "educadores." School administration in these countries is centralized either in the provincial or in the federal government.

## PROFESSIONAL STATUS

The status of the teaching profession in the present survey is limited to three aspects of status: professional, economic and social. The term "professional" was chosen rather than academic, since the statistical information available refers to whether or not the teacher holds a degree, but does not consider the studies which each country requires of its teachers in order to qualify for a degree. The requirements for a degree vary greatly from country to country and are at the root of educational philosophy. The academic standard, however, is included in outline in the report on each country.

This survey is devoted primarily to the status of the public-school teacher. The problems affecting private-school systems are almost impossible to investigate, since the regulations governing non-public schools vary widely from one district to another within the same country. Also, the strictness of the application of these regulations is a matter of conjecture. Statistically, the number of private schools in Latin America seems high, but on close analysis we find that in most countries the number of students enrolled in public schools far surpasses those in private schools. In general terms, private schools are still for an elite and stand for social status, although many private denominational and non-denominational schools offer free schooling to the underprivileged. The proportion of private versus public schools has been included wherever the information was available. In some countries where private schools receive state aid it is practically impossible to differentiate between them. The percentage of trained and untrained teachers has been included wherever the information was available, as was the proportion of men and women teachers in primary and in secondary levels.

## ECONOMIC STATUS

The economic status of the profession has been assessed as objectively as possible on the basis of a comparative study of the salaries of different wage earners in the same community.

Since the monetary units and their values differ from country to country, the international value in relation to the U.S. dollar ($1.00) in 1963 is appended. A matter of serious concern is the fluctuating value of currency in South America, particularly in Brazil and Argentina. The Brazilian cruzeiro, for instance, has been dropping in value from month to month in the last few years; in the course of the year 1963 it dropped 300 per cent. It was considered unwise, therefore, to compare the nations' currency values, other than noting their relative value with the U.S. dollar. Since it was impossible to find any one item or commodity equally available or necessary in the same degree in every country of the two continents, no reference is made to the buying value of the unit. The index of the rise in cost of living is given wherever the information was available. In some countries, notably Argentina and Brazil, the adjustment of salaries to the index of rise in the cost of living is automatic. In other countries, though it is not stated as one of the rights, teachers' salaries are adjusted annually or as the need is felt. This occurs in the United States of America, Canada, Costa Rica, etc.

In the table on economic status the elements considered are: whether there is an established national or provincial salary scale and its basis; the frequency of increments when this is established by the scale; the adjustment to the cost of living stipulated by statute, or the object of annual study; the time at which maximum salary is reached according to statute, assuming the teacher remains a classroom teacher; the percentage of increase established by the scale at maximum level over the initial (this does not take into account the increments given as adjustments to cost of living); retirement allowances: the maximum that can be attained and the method of calculation. In all Latin American countries both salary and retirement pension are paid on a 12-month basis.

## SOCIAL STATUS

Within the study of social status some of the social benefits enjoyed by teachers have been considered. In some countries they are due to the teachers' organizations which have fought for them. In others, they have been obtained by government decree applying to all civil servants, including teachers. The benefits studied here are social security (health insurance); retirement; leave (sick, maternity and other); credit facilities; official recognition of the profession by authorities and participation of teachers in educational policy-making, which are indicative of professional prestige; form of appointment; tenure and work load per week.

Other aspects included in previous WCOTP reports on the status of teachers in Asia and Africa--political status and freedom of association--have not been considered because they do not affect American teachers. In general, American teachers are free to participate in politics and even hold office while retaining their teaching position. Freedom of association is also uncontested in the Americas, though in some countries a national federation is the only body recognized by the authorities as representative of the profession.

That the teaching profession is one of social prestige is made evident by the fact that women have been teachers for a number of generations, in spite of the strong Spanish prejudice of the 19th century against careers for women. This prejudice is still prevalent in some countries and perhaps is the very reason why social prestige does not go hand in hand with economic rewards. The woman teacher is not expected to earn a living that would allow her to become the head of the family or support her children. Salaries are, in general, better in those countries where the proportion of male teachers is higher, and where the level of social development is also higher. Conversely, more male teachers enter the profession where salaries are higher. Academic achievement is an all-important factor for social prestige, yet very few countries offer courses for teacher training at the university level. A teacher's degree in Latin America has university value in very few countries (e.g., Brazil, Chile, Peru, Costa Rica). The most important, and at the same time most difficult factor to assess is the social status of the profession itself regardless of the individuals in it. This is a fundamental concept which governs all other factors--salary, working conditions, opportunity for improvement, recognition by authority, etc.

In order to learn the individual teacher's opinion regarding his profession and his connection with it, a survey was undertaken through the teachers' organizations in many of the Latin American countries. The idea of a survey was received with enthusiasm because nothing like it had ever been done before. The success of this sample of teachers' opinions depended wholly on the organizations involved. The actual distribution and collection of the questionnaires presented problems which varied in difficulty for each organization; consequently the response varied from 100 per cent to nil.

This survey was based, at the outset, on two questionnaires: one directed to teachers and the other one to the general public. The difficulties that arose from the distribution and collection of the questionnaires were considerable in the case of educators, and they multiplied when public opinion was sought. In view of this, the latter questionnaire was abandoned. An obvious limitation to this survey was the fact that there was no organized team of experts on such a sampling of opinions. In some of the surveyed countries, no up-to-date statistical information by zone regarding teachers was available. The professional teachers' organizations which accepted the responsibility of distributing the questionnaires used the system of their choice--in some cases only the urban areas were surveyed, in others the whole country by means of sample towns from each region. Nevertheless, a survey of this nature was worth undertaking, for it gave the teachers' organizations a definite chance to co-operate and an opportunity to communicate with the teachers--members and non-members. Answers were received from 12 countries.

The over all picture of the status of the teaching profession in the Americas which this condensed report attempts could not have been possible without the wholehearted co-operation of the teachers' organizations--members and non-members alike--who supplied the information on prevailing conditions within their respective countries in the spirit of fellowship and traditional panamericanism which is such a distinctive feature of this hemisphere. We sincerely appreciate the able and enthusiastic co-operation of the officers of the teachers' organizations as well as that of the many willing members through whose joint efforts the survey was effected and the contact with the authorities in the Ministries was facilitated. We wish to express deep gratitude on behalf of the World Confederation of Organizations of the Teaching Profession and on our own behalf to the Ministers, Heads of Departments and their collaborators for their kindness and generosity in providing all the data requested as well as many valuable publications containing the most recent statistics.

# Argentina

The information for this report was supplied by the national teachers' organizations affiliated to CAMyP(Confederación Argentina del Magisterio y Profesorado), which are CAM (Confederación Argentina de Maestros) the primary teachers' confederation--the one with the highest prestige as well as the oldest, having been founded over 60 years ago; FAPD (Federación Argentina de Profesores Diplomados) the graduate secondary teachers' federation; and FADEM (Federación Argentina de Enseñanza Media) the federation affiliating all the teachers of general secondary level.

Argentina, the second largest country in South America, extending from the sub-tropical zone of the Chaco to the icy Antarctic in the south, enjoys a widely varied climate in the different regions though most of its 21 million inhabitants live in the temperate zone on the central plains or pampas. Seventy per cent of the population lives in urban areas and is of European background. Only about 0.3 per cent of the inhabitants living in the north and south Andean regions are of native Indian descent. Great cities like Buenos Aires, the federal capital with more than 4 million inhabitants, Rosario, Cordoba "the learned" (with its venerable university), Santa Fe, La Plata, were first famous as cultural centres rather than industrial towns. This is reflected in the low illiteracy rate of the country--14 per cent, the lowest in Latin America.

## PROFESSIONAL STATUS

Although Argentina is a federal republic, the National Congress and the Executive have passed national laws governing education in the federal capital and the provinces. In August 1959 the last decree (the Teachers' Statute) was passed establishing the rights and obligations of the teaching profession for primary and secondary education in the whole country. There is a certain uniformity in the educational pattern all over the country in many aspects, though from the point of view of administration there is wide variation since there are federal schools run by the Ministry of Education and Justice, provincial and municipal schools as well as private schools, some of which are subsidized and inspected by the state. There are 20,258 pre-primary and primary schools in the country with a student population of 3,157,076 and 149,914 teachers. It is estimated that 100 per cent of the state school teachers are qualified to teach.

A primary school teacher has had 7 years' primary schooling (8 if he began in pre-primary), and after passing an entrance examination from 5 to 7 at normal school or institute. Total number of years' schooling: 7 + 7 = 14. Teacher training is offered at the normal schools administered by the Ministry of Education and Justice; at the training schools attached to universities or at the provincial normal schools whose diplomas have been officially declared to be equivalent to those of the federal centres.

A graduate secondary school teacher has done five years at secondary school, after the seven at primary, and after passing an entrance examination from 4 to 6 at one of the teacher training institutes which award diplomas in specialized fields or subjects. He may choose to take his training at one of the universities which offer courses in the field of education at a School of Humanities, or Philosophy and Letters, or Educational Sciences. Total number of years' schooling: 7 + 5 + 4 = 16. There are 163 universities in Argentina at present (59 are private), five of which run a primary school where practice teaching is done and twelve run secondary schools. To have graduate status a teacher must hold a secondary, normal or professional-technical degree issued by a higher normal institute (Instituto Superior de Profesorado) or by a university.

Many young people are attracted to teaching as a career because of the long tradition of high status and prestige which the profession has always enjoyed in Argentina. Yet there are insufficient graduate teachers at both primary and secondary levels for the present needs of the state schools. This is undoubtedly due to the poor economic prospects open to beginners, particularly those who have specialized in science, who naturally move to better paid occupations.

## ECONOMIC STATUS

The Teacher's Statute regulates the salary for every type of teaching position on the basis of merit, years of service, number of dependents, etc. It set the value of 1 point (at the time of the study on cost of living--May 1, 1958) at 100 Argentine pesos and stipulates that this value will be adjusted annually to the fluctuations in the cost of living. The inclusion of this article is of fundamental importance since it establishes a permanent and automatic system for salary adjustments and avoids the long tedious negotiations with parliamentary groups necessary otherwise.

The following table illustrates the application of this salary index:

| | Points on appointment | Points for type of office | Total initial points | Salary per month (Argentine pesos) |
|---|---|---|---|---|
| Grade teacher standard primary school | 7 | 22 | 29 | $ 2,900 |
| Grade teacher special primary | 7 | 24 | 31 | 3,100 |
| Principal School 3rd Cat. | 7 | 48 | 55 | 5,500 |
| " " 2nd Cat. | 7 | 49 | 56 | 5,600 |
| " " 1st Cat. | 7 | 51 | 58 | 5,800 |
| Teacher secondary school (min. teaching hrs. | 7 | 2 (per hr.) | 9 | 900 |
| per wk. 6 | 7 | 12 (6 hr.wk.) | 19 | 1,900 |
| max. teaching hrs. per wk. 24) | 7 | 48 (24 hr.wk.) | 55 | 5,500 |

In spite of the national statute and the steady rise in the cost of living on an unprecedented scale for the past five years, the authorities in the Ministry have not made the salary adjustment that it so clearly stipulates. The National Statistical Council published the increase in cost of living as of May 1962, according to which the basic 100 of 1958 is now 410 on the national level and 520 for the province of Buenos Aires. The estimated index for May 1963 was over 600. The teacher organizations have therefore had to resort to mass movements, strikes and threats in order to obtain the following meagre increments on the basic value of 100: 125 in August, 1960; 175 in August, 1961; 230 in May, 1962, which was the last increase the teachers have had. Based on this last adjustment the present salary of a beginning primary teacher is 6,900 pesos and a secondary beginning salary for 12 hours per week is 7,130 pesos. The following increments are awarded for years of service as follows: 15 per cent after 2 years; 30 per cent after 5; 45 per cent after 10; 60 per cent after 15 and 80 per cent after 20 years' service.

The following shows the actual salary of a primary teacher after 20 years:

| | | |
|---|---|---|
| Amount on appointment | 7 pts. | 1,610 pesos |
| Salary as teacher | 30 pts. | 6,900 |
| Bonus for 20 years - 80% | | 5,520 |
| | | 14,030 |
| Bonus for very unfavourable location - 80% | | 5,520 |
| Subsidy for dependents (wife 400 pesos, two children 300, mother 150) | | 850 |
| Total nominal salary | | 20,400 |

Besides the bonus for residence in non-urban areas there are others given for: increase on standard school timetable, category of school and special type schools, which are indicated by an increase of points--from 2 to 10. The comparative value of teachers' salaries is expressed in the following table:

| | Hrs.p.week | Initial | After 5 years | After 25 |
|---|---|---|---|---|
| Primary teacher | 20 | $ 6,900 | 8,970 | 10,630 |
| Telephone operator | 44 | 7,500 | --- | --- |
| Teacher secondary school | 24 | 12,650 | 16,445 | 19,972 |
| Second lieutenant | 48 | 12,000 | --- | --- |
| Bank clerk | 40 | 9,500 | 14,500 | --- |
| Bank assistant(head of department) | 40 | 25,000 | 37,000 | --- |

It has already been pointed out that most of the population of Argentina lives in urban areas, so it is obvious that the bonuses awarded for a residence, which afford the highest benefits, apply only to a small number of teachers. The important increments are those affecting the basic salary. The fact that a teacher never doubles his initial monthly pay, regardless of length of service, is most significant. The salary of a second lieutenant--first step in the military officer's career--is almost 100 per cent more than that of a teacher, who is never able to attain such a level. The minimum salary of a beginning bank clerk is almost 50 per cent higher than a teacher's.

## SOCIAL STATUS

Official Recognition. The Teachers' Statute provides for teacher participation in educational administration through the Boards of Classification and of Discipline. The members of these Boards are teachers, three of whom are elected directly by the teaching body of the district, and two are appointed by the Ministry. It is their function to study the qualifications and records of all the teachers on the staff, to classify them by order of merit and to keep and protect these personnel records. It is also their responsibility to present the lists of applicants, to consider requests for transfer as well as for permission to continue teaching after reaching the time for retirement (25 years' service). There is one Classification Board for each municipal district and 19 in the federal capital. The Boards of Discipline are called upon to decide the measures to be taken against a teacher or the penalties to be imposed on him when the higher authorities bring charges against him. There is one of these Boards for primary teachers and one for secondary teachers in each province.

Appointments. Teachers at all levels are appointed on a competitive basis.

Tenure. A teacher enjoys the benefits of tenure as from the time he is a appointed and begins to teach. This implies confirmation of his appointment to a post from which he cannot be removed unless he is legally proved inept.

Retirement. A teacher is obliged to retire on full pension after 25 years' service regardless of age. He may apply for an extension of active service for three years, which may or may not be granted depending on his record filed with the Classification Board. Full pension means 82 per cent of a teacher's last salary and is equivalent to his usual take-home pay.

Social Security. There is a Social Security organization for all civil servants which grants loans on salary and pays a death subsidy. For this service 2 per cent of every monthly salary is deducted in one lump sum from the Christmas bonus. The Ministry of Education has its own social security organization (DOSME) for its employees. The organization is governed by a board, some of whose members are delegates of the employees' unions. DOSME offers complete medical service, full hospital care and medicines at reduced cost. It also provides its members with favourable vacation facilities at holiday camps. For this service 1.5 per cent is deducted from the monthly salary of every employee on the teaching and administrative staff of the Ministry of Education and Justice.

Sick Leave. A teacher is granted sick leave on full salary for periods that depend on his years of service. A national law establishes his right to full salary for one year; for any time exceeding this and up to one more year he is entitled to 50 per cent pay. Should he become disabled, he may retire.

Maternity Leave. Three months' maternity leave is granted on full salary.

Other Benefits. Loans for housing are granted by the Institute of Social Security. Teachers are awarded a Christmas bonus which is 1/12 of their annual pay. A family subsidy is granted to all civil servants. This includes 400 pesos for wife and 150 pesos for every child under 18 and parents when they are dependent. Teachers working in suburban or rural areas or in unfavourable locations are compensated by bonuses that vary from 20 to 80 per cent of their salaries. Teachers have the right to one year's leave on full salary every ten years for study or professional improvement, or when they are awarded scholarships.

# Barbados

The information for this report was supplied by the Caribbean Union of Teachers and the Ministry of Education of Barbados. The island of Barbados, situated on the easternmost side of the Caribbean Sea, has an area of 166 square miles and a population estimated at 245,000--that is, a density of 1,475 persons per square mile. The resident population is mainly Negro.

## PROFESSIONAL STATUS

The Ministry of Education centralizes all Government educational administration. Barbados justly boasts of its long tradition in education; public primary schools having existed since the year 1820. The Ministry claims that at present elementary school facilities are possible for every child on the island by putting up new buildings and by expanding the capacity of the schools every year--2,290 additional places were made available during the period 1957-60. About 45,000 children attended the 120 government schools--24 primary, 75 all-age and four secondary modern--in 1963. Primary and secondary modern education is provided free by the government for children from 5 to 15. Ten grammar schools, the Teacher Training College, the technical institutes, housecraft centre and Evening Institutes are financed by Government. There are also many private grammar schools.

Opportunities for secondary and higher education have been limited in the past and are still inadequate. In consequence there is a high percentage of untrained teachers in the schools at present--only about 52 per cent of permanent teachers are college trained. The Ministry has in recent years implemented a scheme for training and up-grading teachers in service. Prior to 1948, the pupil-teacher system was prevalent; since then permanent appointments have only been given to those who have completed their secondary schooling. Certificate B, which is an examination on Principles and Practice of Teaching, is a prerequisite for Training College. To become a head teacher, the present minimum requirement is a Certificate A, which is attained on submission of a satisfactory thesis. A qualified teacher who has attended Training College and received a certificate is also eligible. The Associateship, Licentiateship and Fellowship of the College of Preceptors (London) have been recognized in the past.

A non-qualified teacher has had no training, but must hold a satisfactory General Certificate of Education or a School Leaving Certificate. He has the opportunity of further study while he acquires experience. Total minimum years' schooling: 6 primary years + 4 secondary = 10.

A qualified teacher has had college training, or has completed the requirements stipulated above while teaching. Total minimum years' schooling for a qualified teacher: 6 + 4 + 4 = 14.

A graduate teacher has completed courses at a university. Total minimum years' schooling for a graduate teacher: 6 + 6 + 4 = 16. Special recognition and higher salaries are given to teachers with university degrees.

## ECONOMIC STATUS

A teacher's salary is determined by his academic achievement, years of experience and responsibility. There is a difference in the salaries paid to men and to women teachers, but this will not be the case when the policy of equal pay has been fully implemented. Since 1958 a new salary scale has been applied whereby annual increments are given the first four years, after which any increase corresponds to improved academic status.

The 1963 annual salaries in teaching were:

|  | Hours per week | Initial (WI Dollars) |  | Annual Increment |  | After 4 yrs. |  |
|---|---|---|---|---|---|---|---|
|  |  | Men | Women | Men | Women | Men | Women |
| Non-qualified Teacher | 25 | $1200 | $1128 | $ 96 | $ 72 | $1584 | $1416 |
| Qualified Teacher |  | 1872 | 1776 | 120 | 96 | 2352 | 2160 |
| Senior Assistant |  | 2832 | 2472 |  |  | 3912 | 3480 |
| Head Teacher |  | 3612 | 3180 |  |  | 6540 | 5724 |
| Graduate Teacher |  | 3672 |  |  |  | 5880 |  |
| " " (Honours) |  | 4296 |  |  |  | 6600 |  |

## SOCIAL STATUS

Official Recognition. The Barbados Union of Teachers does not participate in government educational councils but advises on professional matters and matters of salary adjustments and service.

Appointments. Since all primary and secondary modern school teachers are considered civil servants, they are appointed by the Public Service Commission on the recommendation of the Ministry through the Chief Education Officer aided and advised by a committee whose members comprise three officers of the Office of Education and one representative of each of the churches dominant in the island: Anglican, Methodist and Moravian, who own buildings used by the government for school purposes.

Retirement. A teacher must retire on reaching the age of 50 for reasons of ill health; at 55 it is optional and at 60 it is compulsory. The pension granted is equivalent to 2/3 salary if 33 years' service has been completed. A lump sum and reduced pension (1/2 salary) may be taken instead.

Social Security. No health service is available for teachers.

Sick Leave. Sick leave is granted for as long as six months and can be extended to one year in exceptional cases.

Maternity Leave. Six months' maternity leave with pay is granted every four years.

Other Benefits. After five years' service a Head Teacher or an Assistant Teacher in a Grammar School may be eligible for an allowance for passage to England provided his salary during the three previous years reached a certain grade --about $3600 per year.

# Bolivia

The information for this report was supplied by the Ministry of Rural Affairs. Bolivia is an inland country with almost four million inhabitants, more than 50 per cent of whom are Amerindian, 13 per cent white and the remainder of mixed race. Sixty-two per cent of the population lives in rural areas. The geographical features of the country, with the Andes crossing it from north to south and forming the highest plateau in the world in its central zone, have moulded a way of life which is unique socially, politically and economically. The ruggedness and inaccessibility of the highlands and valleys as well as the varied climatic conditions have long been unsurmountable obstacles, isolating certain regions so completely that only with the advent of radio and aviation have they come into permanent direct contact with the outer world. The difficulty of communication was felt so keenly that the original capital, Sucre, was abondoned as such because of its inaccessibility and transferred to La Paz, the present seat of government.

## PROFESSIONAL STATUS

Education reflects these conditions, resulting in a heterogeneous administration of primary and secondary education which is shared by several Ministries. The Ministry of Education is responsible for primary and secondary schooling in all urban districts of the country while the Ministry of Rural Affairs is responsible for rural education. The Ministry of Mines administers all the schools in mining districts and the Ministry of Communications and Public Works runs its own schools on funds derived from the railways. These schools follow the standards and curriculums set down by the Ministry of Education. Besides these, there are farm schools of secondary and higher levels run by the Ministry of Agriculture and Colonization. The Ministry of Labour and Social Welfare adminsters schools for orphans. The new National Council of Educational Co-ordination, which was created with the aim of establishing basic standards to co-ordinate the educational programmes of the several ministries, has in recent years given new vigour and impulse to the whole system.

Primary education is compulsory; consequently there are many children in every school. In 1963, there was an enrolment of 171,306 children in 3,850 rural schools with 5,553 teachers. In the 6,295 urban schools there were 230,654 children enrolled with about 8,381 teachers. For the training of teachers there are 12 rural normal schools with residential facilities--two of which are private--and five urban normal schools besides many training courses for in-service teachers of both levels. A graduate rural-school teacher must have completed 6 years in a primary school and 4 in a normal school. He has the opportunity of further studies at summer courses or through scholarships awarded by international bodies like Unesco and OAS for study abroad. Total years of schooling for a graduate primary-school teacher: 6 + 4 = 10. A secondary-school teacher must have completed 6 years of primary schooling, 6 of secondary and 4 at one of the three specialized teacher training centres in the country: in La Paz, Sucre or Santa Cruz. There are no private training centres for secondary school teachers. Total years of schooling for a graduate secondary-school teacher: 6 + 6 + 4 = 16.

## ECONOMIC STATUS

The salaries of Bolivian teachers are established by a scale which takes into account qualifications, academic achievement and years of service. A rural school teacher with no training is paid the same basic salary as the graduate teacher, but his salary increments every five years are lower. Beginning with $151 (Bolivian pesos), after 15 years he is given a 60 per cent increase (241.60 pesos) and after

25 years 100 per cent (302 pesos). A graduate also begins at 151 pesos but is given 45 per cent, 60 per cent, 75 per cent, 100 per cent and 175 per cent increments every five years up to 25 (264.25 pesos after 15 years and 415.25 pesos after 25 years).

TABLE A

| | Initial Salary | After 15 years | After 25 years |
|---|---|---|---|
| RURAL | | | |
| Primary-school teacher (no training) | $ 151 | $ 241.60 | $ 302 |
| Primary-school teacher (graduate) | 151 | 264.25 | 415.25 |
| URBAN | | | |
| Primary-school teacher (no training) | 151 | 241.60 | 302 |
| Primary-school teacher (graduate) | 151 | 264.25 | 415.25 |

The above salaries are supplemented by monthly bonuses to compensate for the rise in cost of living and by an allowance of 59 pesos to buy books. Total: 151 + 109 + 59 = 319 pesos. The relative value of these salaries can be judged by comparing them with earnings in other fields.

TABLE B

| | Initial salary | After 15 years | After 25 years |
|---|---|---|---|
| Rural-school teacher (no training) | $ 151 | $ 241.60 | $ 302 |
| Rural-school teacher (graduate) | 151 | 264.25 | 415.25 |
| Civil servant | 205 | | |
| Bank clerk | 205 | 700 | 1,050 |
| Skilled labour | | | |
| Electrician | 520<br>($20 p.day) | | |
| Unskilled labour | 260<br>($10 p.day) | | |

It is obvious from this comparison that teachers are not rewarded with a fitting salary: in spite of the increments a rural school teacher after having worked 15 years does not earn as much as an unskilled labourer. A graduate teacher earns less than a skilled labourer even after having taught 25 years. Although the Bolivian peso has not officially suffered any devaluation in the last 10 years, the rise in the cost of living has been so acute that present teachers' salaries are grossly inadequate.

## SOCIAL STATUS

Official Recognition. The federations and syndicates of the teaching profession represent the teaching body on a national level. The ministries concerned consult them on matters of mutual interest: salaries, social benefits, housing, etc.

Appointments. Teachers are appointed directly by whichever Ministry is responsible for their school.

Tenure. Teachers are assured tenure as from the moment of their appointment.

Retirement. The National Social Security Organization provides its policyholders with an old-age pension. The pension plan currently under study establishes the right to retirement after 25 years' service on a monthly pension equivalent to the teacher's last salary.

Social Security. The National Social Security Organization provides full medical assistance, including medicines, hospital services, etc., to every wage earner whether publicly or privately employed. For the full benefits offered by the Organization (medical assistance and old-age pension) 7 per cent is deducted from every teacher's salary. Private companies must pay in to the Organization 7 per cent of every employee's salary--3.5 per cent of which is paid by the employer and 3.5 per cent by the employee.

Sick Leave. Sick leave with pay is granted for 30, 60 or 90 days according to the By-Laws of the National Social Security Organization.

Maternity Leave. Maternity leave is granted with pay for 3 months. All medical assistance is assured the teacher by the NSSO without additional cost.

Other Benefits. The NSSO grants loans to a teacher on the security of his salary. This same organization pays its members earning low salaries a monthly supplement for each child. Teachers are paid a month's salary as a Christmas bonus. Teachers are paid a monthly bonus of $109 to compensate for the rise in the cost of living.

# Brazil

The information for this report was supplied by the Associação Brasileira de Educação (Brazilian Education Association) and the Confederação dos Professôres Primários do Brasil (Primary Teachers' Confederation of Brazil) through its affiliated organizations in six states of the Union. Both these organizations are WCOTP national members.

The United States of Brazil, the only Portuguese-speaking country in Latin America, is the fourth largest country in the world, its 3,289,440 square miles occupying nearly half the surface of South America. Distances are enormous: it has four thousand miles of Atlantic coastline and extends inland 2,321 miles westward and 2,327 miles from north to south. Three-fourths of the population, presently estimated at 70 million, is concentrated within a hundred-mile strip on the coast and mainly in the south-eastern states of São Paulo, Rio Grande do Sul and Minas Gerais. Brazil is justly said to be a land of contrasts: the climate ranges from nearly snowy winters in the south to humid equatorial jungles in the Amazon basin.

The social structure of the nation is equally diversified: from the most highly sophisticated life in the world in cities like Rio de Janeiro and São Paulo, each with about four million inhabitants, to the most primitive tribal forms in the equatorial hinterlands. Though the highest percentage of the population live in rural areas, it is a characteristic feature of Brazil that much of this population is restless and unsettled. The movement towards the great cities is constant, creating problems of unemployment, lack of housing and ever unsolved educational needs.

## PROFESSIONAL STATUS

The United States of Brazil has a federal form of government, yet the central Ministry of Education has had until recently direct control of educational administration, particularly at secondary level. The reason for this is that only by directly sponsoring secondary and university studies was the Federal government able to ensure post-primary education throughout the country. In 1961 a law of far-reaching effects for education was approved by the federal parliament, giving the states greater autonomy by decentralizing administration, while retaining the right to set policies and definite standards with which every state must comply by a certain date. The most notable of these standards is the possibility of extension of primary schooling to six years by 1964. Since 1934, and by the new law, "Diretrizes e Bases," Schools of Education have been established in the universities for the training of teachers at secondary level.

Although conditions vary greatly in different regions, the structure of the school system throughout the country is similar; the greatest differences are seen at primary level where each state has had total autonomy. Public schooling based on the following scheme: primary schools, which are free and effectively compulsory, have offered 4 to 6 years schooling up to the present. Public secondary schools can be federal, state or municipal, but they all follow the same organization: a seven-year course divided into two cycles, the first four years--*ginasial*--basic with some specialized orientation, and the second three--*colegial*--mostly specialized. There are three types of secondary schools: general secondary, which qualifies for entry to university; technical, which includes three different schools--industrial, commercial and agricultural; and normal, which offers teacher training for primary schools. In a few states, the first cycle is common to general secondary and normal.

In 1961 there were 99,677 primary schools in Brazil (9 per cent private) of which 72,549 were rural. There were 245,096 teachers employed, 37 per cent teaching in rural areas. There were 365 rural and 954 urban normal schools in the country. A trained rural-school teacher had, until 1961, completed four or five years in primary school and four in training school which qualified him to teach as regente. Total years' schooling: 4 or 5 + 4 = 8 or 9. In the states of Paraiba and Pernambuco the rural training course is five years. A graduate urban-school teacher must have completed four or five years in primary school, four in basic secondary and three in normal school. Total years' schooling for a graduate primary teacher: 4 or 5 + 4 + 3 = 11 or 12. The primary school curriculum having been extended to six years, the toal will in the future be 13 years. In six states training begins in the second cycle or colegial: Sergipe, Bahia, Espírito Santo, Rio de Janeiro, Guanabara and São Paulo. In others, like Rio Grande do Sul, Santa Catarina, Paraná, etc., a temporary certificate--regente--is granted at the end of the first cycle of four years, qualifying him to teach in any primary school. Rio Grande do Sul requires six months' practice teaching at the end of the three years colegial course for qualification.

Secondary education is developing very rapidly--the number of students enroled, 1,464,361 in 1962, shows about a 50 per cent increase in the last ten years. In spite of this increase, only 16 per cent of the primary-school leavers attend secondary, and only 54.6 per cent of the school-age population (7 to 11 years) attend primary. In 1961 there were 7,254 secondary school units--30.5 per cent public--housed in 4,470 school buildings and staffed by 83,075 teachers, 41.3 per cent women and approximately 60 per cent trained.

Table A shows the present situation of secondary schools in four states and the opportunities for teacher training.

### TABLE A

### SECONDARY SCHOOLS (INCLUDING NORMAL) - 1962

| STATE | SCHOOLS | | | STUDENTS | | | TEACHERS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Public | Per cent Private | Total | Public | Per cent Private | Total | Public | Per cent Private |
| Guanabara | 510 | 93 | 81.8 | 163,234 | 45,314 | 62.3 | 9,599 | 3,649 | 62 |
| São Paulo | 1,772 | 780 | 56 | 418,377 | 155,477 | 62.9 | 20,665 | 9,883 | 52.1 |
| Rio Grande do Sul | 668 | 182 | 72.7 | 139,041 | 42,356 | 69.9 | 8,958 | 3,516 | 60.75 |
| Pernambuco | 340 | 64 | 81.2 | 67,099 | 17,333 | 74.4 | 3,349 | 847 | 74.7 |

### NORMAL SCHOOLS - 1962

| STATE | SCHOOLS | | STUDENTS | | | TEACHERS | | |
|---|---|---|---|---|---|---|---|---|
| | Public | Private | Total | Public | Private | Total | Public | Private |
| Guanabara | 4 | 15 | 5,954 | 5,051 | 903 | 603 | 373 | 230 |
| São Paulo | 141 | 126 | 19,481 | 10,515 | 8,966 | 3,006 | 1,702 | 1,304 |
| Rio Grande do Sul | 13 | 89 | 12,191 | 6,942 | 5,249 | 8,884 | 744 | 1,140 |
| Pernambuco | 5 | 60 | 4,726 | 888 | 3,838 | 647 | 70 | 577 |

The fact that private schools are state aided--provided they make no discrimination whatsoever among the students for racial, religious or political reasons--has brought about an expansion of private schools which partially fills the need for post-primary education that the public school system is not equipped to cope with fully. To qualify for aid, a private school must be registered and approved by competent authorities. A qualified private school certificate has the same value as one issued by a public school.

A graduate scecondary-school teacher must have completed four or five years at primary level; four plus three years at the secondary level and four years at university--in a School of Philosophy, Science and Letters--at the successful completion of which he is granted the degree of *Licenciado*. Total years' schooling: 4 or 5 + 7 + 4 = 15 or 16. From 1964 the total will be 17.

The proportion of untrained, trained and graduate teachers is difficult to establish because of the different requirements in each state. In Guanabara and São Paulo it is estimated that 100 per cent of the teachers in service in primary schools are trained, even though the public school system has recently been expanded in compliance with the compulsory education act. There was a place for every school-age child in the public schools in 1963. In Bahia and Pernambuco, although the figures were unattainable, it is felt that there are many untrained and ill-trained teachers, particularly in rural areas.

An intensive campaign began in 1963, Education Year, to eradicate illiteracy and to up-grade teachers. The plan calls for the co-operation of all the civic groups and citizens to reach this goal in three years' time. The fact that teacher certificates issued by any authorized training school are only valid within the state and cannot be validated elsewhere makes it impossible to really ascertain percentages of trained and untrained teachers. The justification for this attitude, in the state of Guanabara at least, was that otherwise the influx of teachers from the country and neighbouring states would be overwhelming and would eventually lower the standards of the urban teachers.

At secondary level it is even more difficult to establish the percentage of trained and untrained teachers as many teachers are university graduates with specialized training in the subject they are teaching, but have had no teacher training. In technical schools this is particularly noticeable since practising industrial engineers and technicians often teach the skill they utilize at their work.

## ECONOMIC STATUS

The constant devaluation of the cruzeiro on the international market has been the cause of serious problems in Brazil particularly relating to salaries, for although the international fluctuations are not felt immediately in every day life, the prices of essential commodities and the internal economy of the country are eventually affected. The value of the cruzeiro was 450 per one US dollar in April 1963, and 1,600 per dollar in March 1964.

There is no national salary scale or even a standard basic salary, but in 1960-61 a federal law decreed that teachers' salaries were always to be above minimum-wage level. This is the only national regulation referring to teachers' salaries and was the result of much agitating on the part of the professionally organized teachers. Most states have laws establishing the rate of increase of salaries in relation to the cost of living. These adjustments can be made very frequently. As the salaries of state public-school teachers differ from those of municipal and federal teachers, and private schools each have their own salary scale, it is impossible to state the actual earnings of teachers in Brazil during 1963. Every state has a salary scale based on academic achievement and years of service. The usual pattern is the triennial increment with a lower basic salary for untrained teachers. At secondary level, teachers are paid on an hourly basis; in some states a university degree is rewarded with some added increment.

The constitution in the state of Guanabara establishes 68 per cent of the state revenue as the most the government may invest in salaries. Within these two limits--minimum wage for the lowest value and 68 per cent of revenue as maximum--the salaries of teachers together with those of all civil servants are adjusted automatically to the cost of living. In December 1962 a 56 per cent increase was promised to teachers to be paid in three stages: 30 per cent up to April, 45 per cent up to August and 25 per cent from September on. In Rio Grande do Sul the scale establishes 5 per cent triennial increments with an added 15 per cent after 15 years and 25 per cent after 25. There is a fixed proportion between minimum wage and teachers' salaries--the latter must be at least 75 per cent more. At present teachers' salaries are 92.3 per cent above the minimum-wage level.

Table B shows teachers' salaries and the adjustments during the year 1963, the established scale of increments for years of service, and the minimum wage in the six states studied in particular.

## TABLE B

## TEACHERS' SALARIES AND MINIMUM WAGE IN 1963

| | Hours per wk. | Minimum wage (cruzeiros) | Initial | Increment |
|---|---|---|---|---|
| GUANABARA | | 24,000 | | |
| Primary | | | | |
| Teacher--public school | 25 | | 35,000(Dec. 62)<br>45,500(Jan. 63)<br>50,750(May 63)<br>54,600(Sept. 63) | 10% increment every 3 yrs. Maximum of 9 increments. |
| Secondary | | | | |
| Teacher--public school | 18 | | 60,480(Dec. 62)<br>78,620(Jan. 63)<br>87.690(May 63)<br>94,500(Sept. 63) | |
| Univ. graduate(20% extra) | | | 113,400(Sept. 63) | |
| Teacher--private school | 1 | | 600 | |
| | 16(min.) | | 38,400(contract teacher) | |
| | 16 " | | 67,000(regular teacher) | |
| | 40 " | | 78,000(a different school) | |
| SÃO PAULO | | 20,000 | | |
| Primary | | | | |
| Teacher--public school | 20 | | 39,050 | 5% increment every five years, supplement after 15 and 25. 44,907.50 after 15. 57,273 after 25. |
| Teacher--private school | 20 | | 31,200 | |
| Secondary | | | | |
| Teacher--public school | 18 | | 65,000 | |
| Teacher--private school | 40 | | | |
| | 80 | | 300,000 | |
| BAHIA | | 16,000 | | |
| Primary | | | | |
| Teacher--public school | 20 | | 17,500(Jan. 63)<br>26,000(July 63) | |
| Secondary | | | | |
| Teacher--public school | 18 | | 36,000 | |
| Univ. graduate" " | 18 | | 69,000 | 50% increase in the course of the year. |
| RIO GRANDE DO SUL | | 18,200 | | |
| Primary | | | | |
| Teacher--public school | 22 | | 35,000 | 5% increment every 3 years; 15% after 15 yrs.; 25% after 25 yrs. |
| Secondary | | | | |
| Teacher--public school | 1 | | 1,250 | |
| | 9(min.) | | 45,000 | |
| | 27(max.) | | 135,000 | |
| MINAS GERAIS | | 16,000(up-dated 63) | | |
| Primary | | | | |
| Teacher-public school | 20 | | 17,880(Jan. 63)<br>21,000(July 63) | |
| Secondary | | | | |
| Teacher-public(state) | 1 | | 380 | |
| | 20 | | 30,400 | |
| " " (municipal) | 1 | | 1,080 | |
| | 7(min.) | | 30,240 | |

| | | | | |
|---|---|---|---|---|
| PERNAMBUCO | | 15,000 | | |
| Primary | | | | |
| Teacher--public school | 20 | | 22,000 | 10% increment every ten years. |
| Principal " " | | | 30,000 | |
| Inspector " " | | | 35,000 | |
| Secondary | | | | |
| Teacher--public state school | 12(min.) | | 55,000 | |
| Teacher--private school | 1 | | 350 | |
| | 12 | | 16,400 | |
| | 36 | | 49,200 | |

The above are nominal salaries from which a percentage--from 5 to 10 per cent depending on the state--is deducted for social benefits: health insurance and retirement. There are, however, supplements added to these amounts such as family bonus and a monthly allowance for each dependent. The existing social and economic conditions within Brazil are so widely different in each state that it is unfair to compare the salaries of one with another; yet it must be pointed out that the states appearing in Table B on the whole enjoy a higher standard of living than many northern and western states which were not included. The choice of these states depended on the fact that members of the executive of the Primary Teachers' Confederation lived and worked in them. The salary corresponding to a teacher after 15 or 30 years' experience is not shown in Table B. This would be theoretic information, since actual increments are fairly frequent in order to catch up with the cost of living.

## SOCIAL STATUS

Official Recognition. Though teachers have no direct official representation in educational administration on a national basis, in practice they can and do influence educational policy very substantially through personal participation in government, either by holding high positions through appointment in the state or federal Ministries of Education or in elected offices in municipalities or state legislatures. It is not an unusual pattern for the president or past president of a state teachers' organization to be a representative on the state legislature or to work in the state Ministry of Education as head of the primary or secondary education department. Teachers' professional organizations enjoy great prestige in the community. This is recognized by the authorities who grant leave of absence on full salary to one or more members of the executive for the duration of the term of office. This is an undisputed right in every state.

Appointment. Each state has different laws regulating appointments and promotions. In Guanabara, teachers are affected by the same regulations governing all civil servants which require that the individual have Brazilian nationality, be 18 years of age, be able to exercise political rights, have fulfilled military obligations, have good conduct, be in sound health, have passed a medical examination, be qualified for the post, and meet the conditions stipulated by the corresponding regulations of his office. Promotions are based on merit and years of service: years of service count for one-third of the rating and merit for two-thrids. In São Paulo, primary school teachers are appointed on the basis of a competition. For secondary schools, direct appointments are also made. In Rio Grande do Sul, primary teachers are appointed on the basis of training, degree and merit; years of service are not considered at present. At secondary level, they are appointed directly on a contract basis.

Tenure. In general terms, a trained primary teacher enjoys the right of tenure automatically after a two-year probationary period. At secondary level where contracts are usual, teachers have no security of tenure. In Rio Grande do Sul only contest winners are assured tenure at secondary level. A teacher loses this right if he violates the established regulations. Principals of primary and secondary schools are considered to be in positions of confidence (*cargos de confiança*), that is, they may be removed for political reasons by the state Ministry of Education.

Retirement. Slightly different conditons rule retirement benefits in each state. In Guanabara a primary school teacher may retire after 25 years' service regardless of age on a monthly pension equivalent to his last salary. A secondary teacher must work 30 years to retire on a pension equivalent to full salary, without consideration of age. In Rio Grande do Sul a teacher must retire after 35 years' service, or on reaching age 70, on a pension equivalent to his last salary. He may continue in service if duly authorized by medical examiners and is then rewarded by a 15 per cent increase on his monthly salary, which favours him on retiring. The only federal retirement law governing all states establishes that pensions must adjust to the rise in cost of living; they increase in the same proportion as salaries of teachers in active service.

Social Security. State health insurance plans cover all civil servants, including teachers, in almost every state. Full medical assistance, hospital and surgical attention and medicines are given to the employee and his dependents. The welfare institutes (Institutos da Previdência) belong to the state civil servants and usually have large modern buildings with up-to-date hospital wards and medical equipment. The percentage of each monthly salary deducted varies in each state, from 5 to 10 per cent approximately, and covers medical as well as retirement benefits. Contributions are compulsory.

Sick Leave. There are slightly different regulations in each state, but all grant some sick leave on full salary. In São Paulo sick leave on full salary is granted up to six months. It may be extended for three months on two-thirds salary, after which the salary is reduced to one-third for as long as 14 additional months--a total of two years' sick leave.

Maternity Leave. Maternity leave on full salary is granted in every state. Teachers, as well as the wives of teachers, receive full medical assistance through the IPE (Instituto da Previdência Estadual), the social welfare agency.

Other Benefits. The IPE and the Federal Economic Bank (Caixa Econômica Federal) grant loans to teachers, as to all civil servants, to the maximum of twice to three times their salaries on the warrant of their salary. Loans for housing are also granted. IPE has been building for civil servants since 1945. A deduction of 5 per cent is made from every salary for this service. Leave with pay is granted for a period of two years for reasons of professional association work. Not only are the presidents included, but often two or three other members of the executive as well. This apparent benefit does not, however, please every beneficiary, as it places the grantee in a position of indebtedness. Paid leave is granted in São Paulo for a period of six months at the end of ten years' teaching, provided the teacher has not made use of sick leave in that period.

# British Guiana

The information for this report was supplied by the British Guiana Teachers' Association. Established in 1884 and registered as a trade union in 1946, it has at present 2,684 active members from All-Age Schools. The British Guiana Teachers' Association has been affiliated to the Caribbean Union of Teachers and the National Union of Teachers of England and Wales for a long time and a member of WCOTP since 1962.

British Guiana is the westernmost of the three colonies known as Guiana on the northeast coast of South America. The capital, Georgetown, on the river Demerara, is the largest and most important port of the country. The total population, made up principally of Negros and East Indians and only a small percentage of whites, is estimated at 600,000. In the course of the history of this territory since the first settlements by the Dutch and the British in the early XVII Century it has changed hands several times. This background is noticed particularly in the language spoken, officially English, but in isolated regions a mixture of French, Dutch and native dialects.

## PROFESSIONAL STATUS

In British Guiana, teaching is a full-time job precluding any other regular salaried employment. The only exception to this occurs in technical schools where qualified experts working in trade and industry teach part time. The Ministry of Education controls school administration, planning and appointments in government and denominational elementary and secondary schools. There are one Teacher Training College founded in 1928, eight centres for special training and one for the new pre-service scheme started in August 1963. Six-year elementary schooling is compulsory and free, therefore many teachers must be recruited every year to serve an ever-expanding school system. Secondary schools have not always been free, but since 1962 the movement toward "all-age" schools has brought about the merging of elementary with secondary schools and, consequently, free secondary schooling also at these centres.

A teacher's professional status depends principally on his academic achievement considered in detail. To obtain a Third Class Teachers' Certificate through the G.C.E. Examination a teacher must pass in five subjects in one sitting including English Language and Mathematics or six subjects in not more than two sittings with a pass in English Language and Mathematics in one sitting.

First and Second Class Teachers' Examinations are now discontinued, and teachers who pass the Third Class Examination or the End-of-Fourth-Year Pupil Teachers' Examination will enter the In-Service Training Course, on the successful completion of which they will be awarded a Class I Trained Teachers' Certificate. The duration of the first In-Service Training Course was one year but subsequent courses--that is, from September 1964--will last for a period of two years, with classes three evenings per week instead of the present five evenings per week.

The Teacher Training College offered a two-year course until 1960. Since then it has changed to a one-year course which stresses psychology, pedagogy, methodology and social studies, excluding general subjects. As the capacity is limited, priority in registration is given to First Class teachers and students who have passed the Advanced Level General Certificate Examination. The vacancies are then filled by means of a competitive entrance examination, applicants for which must be second or third class teachers, or fourth-year pupil-teachers with a high G.C.E. In 1963, there were 225 registrations. It is estimated that only 28 per cent of the teachers in service at present are trained. In view of this situation the Ministry has organized a new system which will up-grade teachers in service and attract young people into the teaching profession by increasing the opportunities for training. As from August 1963, this programme offers two courses:

- * A one- or two-year training course for in-service, untrained assistant teachers, consisting of five classes a day besides their normal school work.
- * A pre-service two-year training course for students who pass the General Certificate Examination with good marks--four passes, one of which must be English.

The total years of training for elementary-school qualified teachers is 6 + 4 + 4 = 14. The total minimum years of training for a trained teacher is 6 + 4 + 4 + 2 = 16.

Experience is also taken into account for promotion. Five years' teaching experience is necessary before a teacher can be promoted; at least ten are required to become a Head Teacher or Principal. The steps are: student-teacher, junior assistant, assistant teacher, Department Head teacher, then Head Teacher (Headmaster or Principal). Teachers who have been awarded scholarships to study at universities abroad, or teachers who elect university study abroad at their own expense, may be recognized, on their return, by appointment to the Training College staff or as Education Officers (Acting Education Officers if non-graduates).

## ECONOMIC STATUS

Academic achievement is the basic factor for ranking and consequently for economic improvement, though responsibility and experience are rewarded as well. The present salary scale, which was originally proposed by the Teachers' Union, establishes increments every five years for all teachers, a station allowance for service in remote regions, and a supplement for a degree.

The salary scales (West Indies dollars) for teachers are as follows:

Class I Teachers: $139 x $7 - $195 x $16 - $211 x $10 - $251 x $7 - $258 x $10 - $288 per month.
Class II Teachers: $132 x $7 - $195 x $16 - $211 x $10 - $251.
Class III Teachers: $125 x $7 - $195.

Responsibility allowances are paid, in addition to the above salaries, to teachers who hold posts as follows: Headmasters of Grade A schools (with an enrolment of 750 pupils and over), $129 per month; of Grade B schools (with 500 but less than 750), $108; of Grade C schools (with over 250 but less than 500), $80; of Grade D schools (with over 100 but less than 250), $52; of Grade E schools (with less than 100), $24. Deputy Headmasters of Grade A schools, $45 per month; of Grade B schools, $38. Senior Assistant Masters, $24 per month.

The general policy is to appoint only Class I teachers to the above posts. As of 1 January 1964, Graduate Teachers, who are assistants, receive a pensionable allowance of $60 per month. Graduate Headmasters do not, as of 1 January 1964, receive a responsibility allowance, but are placed in the following scales:

Grade A Schools: $420 x $20 - $520 per month.
Grade B Schools: $404 x $12 - $440 x $20 - $460.
Grade C Schools: $368 x $12 - $416 x $14 - $430.
Grade D Schools: $332 x $12 - $404.

Unqualified Assistants (i.e., teachers who have not reached the level of Class III) are paid $72 x 4 - $104 x 6 - $116. Pupil teachers receive a monthly stipend ranging from $60 to $80. On reaching the age of 20 years, pupil teachers may be appointed as Unqualified Teachers if they have passed the End-of-Third Year or the End-of-Fourth Year Examination and are then paid as Unqualified Assistants.

Headmasters and Headmistresses of Handicraft and Home Economic Centres receive responsibility allowance of $52 per month, the equivalent of that received by a Grade D Headmaster/Headmistress.

Salary increases are proposed by the Union and presented to the Minister of Education, who must in turn submit the proposal to Parliament. It requires the corporate action of all teachers through their Union in order to get results.

## SOCIAL STATUS

Official Recognition. Teachers do not participate in Ministry of Education meetings as a body or through their professional arganization. They are, however, called upon by the Ministry to serve professionally as inspectors. These appointments are made on the basis of academic achievement and experience.

Appointments. Teachers are appointed by the Ministry of Education in the case of government schools. In the case of denominational schools, appointments of Headmasters, Deputy Headmasters and Senior Masters are made by the Governing Bodies. The School Manager makes appointments of Assistants and Pupil Teachers. The School Manager derives his authority from the Governing Body. Denominational appointments must be approved by the Ministry of Education before they can become effective.

Tenure. All teachers must first pass a physical fitness test and be placed on the teacher's pension register before being assured of tenure. A pupil-teacher is entitled to tenure after the age of 20.

Retirement. The Government has accepted the principle of the same pension benefits for teachers as for civil servants, that is, two-thirds of salary. There are now discussions between the British Guiana Teachers' Association and the Ministry of Finance of a new pension proposal under which teachers must retire at 55 years.

Social Security. The Association provides sick relief to teachers who contribute to the "sick fund." Teachers contribute to a provident fund. On the death of a teacher who has contributed, a sum of money is paid over to the dependent or dependents named by the contributing teacher. As of 1 January 1964, teachers are afforded free x-ray, laboratory and operative services and special rates for hospitalization.

Sick Leave. A teacher is entitled to one month's sick leave a year. A five-month extension at half pay is granted to a teacher who has used less than one month's sick leave in each of the three years immediately preceding the application for such extension. A headmaster may grant to teachers three days' sick leave during the year.

Other Benefits. A teacher is eligible for vacation leave at the rate of one month (exclusive of school holidays) after every five years of service. Vacation leave may be taken at any time of the year. A headmaster may grant seven days' casual leave.

A teacher proceeding abroad at his own expense for a study course of up to one year's duration may, subject to the exigencies of the service, be granted two months' study leave on full pay exclusive of school holidays, after five years' service, subject further to both the course and the institution being approved by the Chief Education Officer. Teachers proceeding abroad at their own expense for study courses of more than one year's duration, subject to the exigencies of the service, are granted leave without pay up to one academic year, at the end of which period they are required to resign their position if they do not return to their duties.

State banks make loans for housing provided the applicant has the land or a security equivalent to 10 per cent of the amount he wishes to borrow. The loan must be repaid before retirement. The Teachers' Association provides legal advice and assistance to its members in cases connected with their employment whenever the Executive Council or the Annual Conference deems it expedient.

# Canada

The information for this report was supplied by the Canadian Teachers' Federation, the national teachers' organization with a total of 123,862 active members in 1962-63, from all over the country.

The Dominion of Canada, 3,851,809 square miles in area, extends from the borders of the United States on the south almost to the North Pole and across the continent from ocean to ocean. The population in 1963 was estimated at 18,767,000, predominantly of the white race, with Eskimos and Indians accounting for about 2 per cent. Politically Canada is divided into ten provinces and two territories.

From the educational point of view, there are as many systems of education as there are provinces, for each province has the right to establish its own policy in this respect, while the two territories depend directly upon the Federal Government. The authority to provide education rests with the provincial governments. However, in keeping with the strong traditional concept of democracy in Canada, much of the responsibility for the actual operation of the schools has been delegated to local authorities (i.e. boards of school trustees). One example of the division of responsibility between provincial and local agencies would be teacher certification. It is the provincial department which establishes the general certification regulations, but it is the school board, within this general framework, that hires the teachers. There are about 15,000 school boards.

This somewhat heterogeneous administration makes it impossible to set down general statements regarding education on the national level. In fact, it is even difficult to differentiate clearly between elementary and secondary, private and public schools, in the sense we are using these terms for the continent. While the grade structure in all provinces but Quebec was originally the traditional 8 years of elementary school and 4 years of secondary school, different provinces introduced modifications for various reasons, changing the grade structure to 8-5, 3-3-3-3, 3-3-3-4, or 6-3-3 where junior high schools were introduced. Thus, the terms elementary and secondary do not clearly describe all of the grade structures which are found in Canada. Despite the differences, there are also many similarities between the provinces in educational matters. For example, education is compulsory in all provinces from age 6 or 7 to age 15 or 16. The only difficulty in distinguishing between private and public schools is that, in Quebec, some essentially private schools receive assistance from public revenue. Elsewhere, private schools are completely self-supporting.

For the sake of brevity and clarity, we shall attempt to analyze the conditions in three separate provinces as representative of geographic regions (east, central and west, respectively) as well as the national average. The provinces chosen are: Nova Scotia, Ontario and Saskatchewan.

## PROFESSIONAL STATUS

Each province has a Provincial Department of Education besides the local school boards which operates the elementary and secondary public schools on public funds derived from provincial and municipal taxes. In five provinces, all publicly-supported schools are officially non-denominational. In three provinces there are, in addition to the public non-denominational schools, separate schools for the Roman Catholic (or, rarely, Protestant) minority in a school district. These schools share in the public revenue and are governed by the same provincial regulations as the non-denominational system. In the two remaining provinces, all publicly-supported schools are denominational. The separate denominational systems, for the most part, take the place of private schools. However, there are some private schools (about 1,400), of which 70 per cent are in the province of

Quebec. They are supported by fees and endowments, and may be either denominational or non-denominational. During the academic year 1960-61 there were 22,135 elementary schools for 3,194,912 children and 3,432 secondary schools for 794,811 students.

An interesting development in present-day Canadian education is the apparently small number of schools in the country. The statistics show that the number of schools diminished from 25,567 in 1960 to 24,646 in 1962. The reason for this lies in the long-term plan which educational authorities have been putting into operation for the last 25 years to do away with scattered one-room schools and small inadequate high schools. Every year more and more school units are consolidated and moved into modern, well-equipped buildings in line with the policy of improving educational facilities and opportunities. Wherever this occurs, transport is provided for all school-agers living in the outlying areas of the school district.

The number of official-school teachers for both levels in 1960-61 was about 155,944, 71.2 per cent of whom were women. In most provinces the minimum standard for entrance to the teaching profession is junior matriculation plus two years of academic and professional study or senior matriculation plus one year of study. Junior matriculation is Grade 11 or 12, and senior matriculation is Grade 12 or 13, depending upon the province. In some cases an additional year of study is required for permanent certification as a teacher. This standard generally applies only for elementary teaching. Longer training is required for secondary school teaching. The training of elementary teachers is conducted at the university only in British Columbia, Alberta, Protestant Quebec and Newfoundland. In Saskatchewan, the first year of training can be taken at a teachers' college, but the remainder is offered at the university. In Manitoba, Ontario, Quebec Catholic, New Brunswick and Nova Scotia, the training of elementary teachers is primarily in teachers' colleges. With very few exceptions, however, the academic and professional training of secondary school teachers is in all provinces conducted at the universities. There are many opportunities for further study offered to elementary teachers, from correspondence and evening courses, summer schools to regular four-year university courses which grant Bachelor in Education degrees.

In Saskatchewan, to enter a teachers' college or university, a Senior Matriculation pass is required, after 12 years' schooling. After one year's training, an interim teaching certificate is granted which allows the candidate to teach. It is valid for three years, after which proof of further study is required. For a permanent certificate one further year of study is required which must be taken at the University. That is: 12 + 2 = 14 for a permanent certificate as a qualified teacher. Two further years at university, or equivalent studies at summer schools or evenings, are necessary to qualify for a B.Ed. degree.

In Ontario, to enter a teachers' college, a Junior Matriculation pass is the minimum requirement--taken after 12 years' schooling, then two years' training is necessary for the interim teaching certificate. With a Senior Matriculation pass --taken after 13 years schooling--an interim certificate is awarded after one year's college training. These certificates become permanent after two years' successful teaching. The minimum degree status in Ontario is Senior Matriculation, plus 3 years at university to obtain a B.A. or B.Sc., plus a year of professional training (total of 17 years' training). A certificate awarded on this basis is made permanent after two years' successful teaching. Elementary, but not secondary, teachers can take the year of professional training before the degree.

In Nova Scotia Senior Matriculation (Grade 12) is the minimum academic standing for entry to the teachers' college. One year's training is necessary to obtain an interim teaching certificate which is valid for five years. The permanent certificate, granting "qualified" status, is obtained after completion of at least two summer sessions of college training and one year's successful teaching experience. Total minimum years' study for "qualified" teacher: 12 + 1+ = 13+. Degree status requires 4 years at university, which may be entered after eleven years schooling, plus one year's teacher training and practice. Minimum total for B.A. or B.Sc. degree: 11 + 4 + 1 = 16.

Further training is available to both elementary and secondary teachers leading to master's and doctor's degrees. There are 21 universities offering degrees in education. Of these, 16 have a master's as well as a bachelor's programme, and of these 16, 6 also offer a doctoral programme. Whereas teachers' colleges are mostly public and charge no tuition fees or only nominal fees, universities are both public and private and charge standard tuition fees to education students.

There are close to 140 teachers' colleges in Canada, but about 120 of them are in Quebec. They provide the one- and two-year courses following high school graduation for the training of elementary school teachers.

A university degree plus a year of professional training is the usual requirement for secondary school teaching (although in a few areas shorter periods of training are accepted). In some provinces, experience is required for permanent certification, whereas in others, such as Saskatchewan, certificates at this level are permanent from the time issued. The extent to which these requirements are actually applied in practice depends on the needs of the school districts where compulsory education, effectively applied, creates a constant demand for teachers.

Table A assumes that a qualified elementary teacher has at least two years of training above junior matriculation and a qualified secondary teacher has at least four years above junior matriculation. The percentage of qualified and graduate teachers is shown for the three sample provinces.

TABLE A

| | | Elementary-School Teachers | | Secondary-School Teachers | |
|---|---|---|---|---|---|
| Province | Sex | Per Cent Qualified | Per Cent with Degrees | Per Cent Qualified | Per Cent with Degrees |
| Saskatchewan | Male | 96.3 | 10.6 | 62.4 | 59.3 |
| | Female | 95.4 | 2.5 | 51.7 | 52.5 |
| | Total | 95.6 | 4.5 | 59.0 | 57.1 |
| Ontario | Male | 91.3 | 21.5 | 76.1 | 86.1 |
| | Female | 88.9 | 5.2 | 79.5 | 91.7 |
| | Total | 90.2 | 8.9 | 77.2 | 88.0 |
| Nova Scotia | Male | 78.5 | 33.0 | 78.5 | 70.4 |
| | Female | 61.2 | 9.2 | 61.3 | 53.8 |
| | Total | 62.8 | 11.4 | 69.7 | 61.7 |

Table A makes clear the need for graduate teachers with a university degree at the primary level, while the academic status of teachers in secondary schools is considerably higher.

## ECONOMIC STATUS

Academic achievement is the chief determining factor in a teacher's initial salary. Although there is no nation-wide salary scale, Table B shows rather wide disparities among the average salaries in various provinces. The prevalent system is a scale based primarily on training and experience. Each additional year of experience brings an automatic increase within the training category, up to the maximum for the category. An additional year of training is usually sufficient to move one into the next training category. An additional allowance or category is allowed in some scales for the Master's degree.

Possession of a permanent certificate is not closely related to salary scale positioning. In some provinces certificates are permanent when issued. A degree must usually be complemented by training and in some cases experience for the award of a permanent certificate. The protection of permanent or continuing contracts, i.e., protection from unjust dismissal (called tenure), is available only in six of the provinces. Teachers who possess the minimum acceptable qualifications for permanent certification in these provinces and have passed a probationary period of 1-2 years receive permanent contracts and may not thereafter be dismissed without a written statement from the employing authority of the reasons for dismissal. If a tenure teacher is dismissed he may appeal to a Board of Reference.

Table B shows current teachers' annual salaries for elementary and secondary schools in the three sample provinces in October 1962, at Levels 2 and 6.

## TABLE B

## AVERAGE ANNUAL SALARIES ELEMENTARY AND SECONDARY TEACHERS - OCTOBER 1962
(Canadian dollars)

| | LEVEL 2 (14 yrs. study) | | LEVEL 6 (B.A. plus T. Training) | |
|---|---|---|---|---|
| | Minimum Initial | Maximum after 8/9 yrs. | Minimum Initial | Maximum after 11/14 yrs. |
| Saskatchewan (Regina) | $ 2,900 | $ 4,700 | $ 5,400 | $ 8,755 (11 yrs.) |
| Nova Scotia (Halifax) | 2,700 | 4,500 | 4,600 | 7,300 (11 yrs.) |
| Ontario (Ottawa) | 3,300 | 5,700 | 5,600 | 9,700 (14 yrs.) |

In order to give an idea of the comparative value of these salaries, the earnings in other fields of activity in the same communities are shown in Table C.

## TABLE C

## MINIMUM AND MAXIMUM ANNUAL SALARIES - OCTOBER 1962

| | Saskatchewan (Regina) | Nova Scotia (Halifax) | Ontario (Ottawa) |
|---|---|---|---|
| **Teacher** | | | |
| Minimum (initial) | $ 2,900 | $ 2,700 | $ 3,300 |
| Maximum (B.A.) | 8,755 (after 11 yrs. teaching) | 7,300 (after 11 yrs. teaching) | 9,700 (after 14 yrs. teaching) |
| **Government** | | | |
| Clerk - female | 2,580 (min.) | 1,980 | 2,290 |
| - male | 4,400 | 4,370 | 4,525 |
| **Finance** | | | |
| Bank clerk - female | 3,100 | 2,640 | 3,120 |
| - male | 3,520 | 3,180 | 3,170 |
| **Professional** | | | |
| Engineer | 8,600 | 8,520 | 9,360 |
| **Skilled Labour** | full time: average 2,000 hours per year. | | |
| Electrician | 2.30 p.hr. 4,600 | 2.06 p.hr. 4,120 | 2.25 p.hr. 4,500 |
| | 2.81 5,620 | 2.26 4,520 | 3.00 6,000 |
| Welder | 2.10 4,200 | 1.81 3,620 | 1.75 3,500 |
| | 2.80 5,600 | 2.80 5,600 | 2.47 4,940 |
| **Unskilled Labour** | | | |
| General labourer | 1.47 2,940 | 1.25 2,500 | 1.20 2,400 |
| | 1.76 3,520 | 1.68 3,360 | 1.74 3,480 |

Although a beginning teacher's salary is only on a par with the average wage of a general labourer, except in Ottawa, the fact that normal increments occur annually during the first part of his career compensate for this to some extent. This somewhat sombre picture is brightened by the trends reflected in statistical studies which indicate that teachers' salaries have increased at a faster rate than those of wage earners or salaried personnel since 1938. In the eleven-year period 1950-60, teachers' average salaries more than doubled--$1,903 in 1950; $3,899 in 1960--while the index of consumer prices, taking 1949 as 100, shows 128.0 for the year 1960. That is to say, the rate of increase in the price of consumer goods is about 28 per cent and that of teachers' salaries 100.4 per cent over approximately the same period.

## SOCIAL STATUS

Official Recognition. The Canadian Teachers' Federation with its eleven affiliated member organizations representing every province provides a voice for Canadian teachers at the national and international levels, and a variety of services to its affiliates (the provincial teachers' associations). These latter may assist in local salary negotiations,but only at the invitation of the local group. All teachers qualified according to provincial regulations automatically become members of their provincial association. In five of the provinces membership is compulsory, but in the remainder, teachers may "write out" annually if they so desire. (Very few ever do.) The local associations are branches of the provincial associations. While they have local brances and a national federation, it is the provincial associations which are the real source of teacher strength in Canada. There is a number of such organizations (seventeen in total--six in Ontario, three in Quebec, and one in each of the remaining provinces--all but one of which are affiliated with the Canadian Teachers' Federation). For obvious reasons, teachers are not permitted to be members of the school board of the district in which they are teaching. Teachers have had a considerable share in the development of educational systems through such means as direct consultation with the departments of education, membership on departmental advisory committees, joint study efforts, submission of briefs to royal commissions on education, and encouragement of research activities and in-service training. Appointment of teachers to departmental committees is sometimes made directly by the teachers' associations. In other cases, the department makes the appointments, but generally accepts the teachers' association recommendations in this respect.

Appointments. The probationary period is generally about two years. In six provinces, teachers thereafter have the right of tenure, which protects them from dismissal without written cause, and gives them the right to appeal a dismissal. In the other four provinces (including Quebec), teachers receive continuing contracts but do not have tenure protection. The departments of education, not the teachers' associations, set the standards and say who has professional standing. Teachers must have a certain minimum standard of qualification to belong to the association, of course, and where membership is compulsory, membership is obviously a condition of employment. Some associations may enforce their codes of ethics and recommend suspension or cancellation of teaching licenses in extreme cases. (Teachers have the right of appeal in these circumstances.) Such action would take away the teacher's right to employment as a teacher. In other provinces, however, the maximum penalty might be ejection from the teachers' association. Such action would not necessarily prevent a teacher from gaining employment as a teacher.

Tenure. A teacher is assured of tenure after the initial two-year probationary period in only six provinces. If a teacher is dismissed, the employer must give his reason for so doing in writing, which the teacher may contest.

Retirement. Teachers employed in the official school system are obliged to belong to the teacher retirement plan in their province. Teachers are not obliged to retire at age 65 unless their school board has passed a by-law to this effect. Teachers often retire either earlier or later than age 65. Table D describes some of the requirements and benefits currently in effect. All Canadian residents receive an old age pension from the Federal Government on reaching the age of 70. This is intended mainly as a supplement to pension benefits from other sources.

Social Security. Membership in the provincial hospital insurance plans is compulsory or automatic for all citizens in every province except Ontario and Prince Edward Island, where it is partially compulsory and partially voluntary. Beyond this coverage, there is a wide range of health insurance plans across the country. Many teachers belong to medical plans which cover expenses of sickness, maternity and employment injury and are sponsored by their associations; others belong to the insurance plans sponsored by the school board that employs them. Still others belong to privately-sponsored medical insurance plans through the board which employs them (i.e., the plans aren't sponsored by the boards). One province, Saskatchewan, has a compulsory medical insurance plan for all its residents. In some provinces, the teachers' associations sponsor medical plans for members. In some provinces teachers, particularly in vocational schools, are eligible for Workmen's Compensation for on-the-job injuries.

TABLE D. REQUIREMENTS FOR AND CALCULATION OF RETIREMENT ALLOWANCE IN THREE CANADIAN PROVINCES

| Province<br>Provision | Saskatchewan | Ontario | Nova Scotia |
|---|---|---|---|
| Normal age and service requirements for allowance without penalty for age or service | With 8 years' teaching in Sask. of 15 years preceding application:<br>60 yrs. old with 30 years' service<br>61 " " " 28 " "<br>62 " " " 26 " "<br>63 " " " 24 " "<br>64 " " " 22 " "<br>65 " or older 20 " " | With 35 years' service, age 62 or older.<br>With 40 years' service, age not considered. | Men 60 years or older, women 55 years or older, with 30-35 years' service and the sum of age and service totals 95 or more. (Note: three-quarters of a year counted for each year between 1/8/28 and 31/7/49, and one-half year for each year before 1/8/28.) |
| Minimum age and service requirements with reduced or deferred benefits | With 8 years' teaching in Sask. of 15 preceding application:<br>55 yrs. old with 35 years' service<br>56 " " " 34 " "<br>57 " " " 33 " "<br>58 " " " 32 " "<br>59 " " " 31 " "<br>Pension actuarially reduced having regard to age. | (a) With 30 years' service: pension reduced 5% for each year under age 62, maximum reduction 50%.<br>(b) At age 62 with 25-29 years' service, provided 5 years are after age 55. Pension reduced 5% for each year of service less than 30. | If the sum of age and service is less than 95 with 30 years' service, pension reduced 6% for each year man is under 60, 10% for each year woman is under 55. If the sum of age and service is less than 95, age 60 or more, plus 20 or more years of service, the reduction is 4% for each whole number by which age and service is less than 95. With service of 35 yrs. or more, the reduction is 2% for each whole number by which age and service is less than 95. |
| Minimum and Maximum allowances payable | Max. effective April 1, 1963: $4,560 to be increased by $30 on the first day of each subsequent month until a max. of $6,000 is reached. | Minimum: $600<br>No maximum | Minimum: $720<br>No maximum |
| Method of Calculation | Effective April 1, 1963: Average salary for highest 8 years x two per cent x years. | Average salary for last 10 contributory years x two per cent x years. | Two per cent x count years. If age plus service totals 95, the average salary for the last 10 years is used. |

Sick Leave. By the statutes of their respective provinces, teachers in all ten Canadian provinces may be absent from their classrooms because of personal illness for a certain number of days each year and suffer no penalty in salary or fringe benefits received. The number of days sick leave granted varies between 10 and 20 among the provinces. Most of the large Canadian school boards have established cumulative sick leave plans under which unused sick leave credits accumulate year by year. The maximum number of days permitted to accumulate is usually 200. Some boards compensate teachers for unused sick leave credits when they retire or leave the board's service.

Maternity Leave. In 1962-63 over 40 per cent of the elementary teachers in nine Canadian provinces (Quebec excluded from these statistics) were married women. Most school boards are anxious to have teachers resume their positions after a period of leave for maternity reasons. Therefore, 42 per cent of the major boards have formal maternity leave plans. A typical plan allows up to one year's leave. Paid maternity leave is virtually non-existent in Canada. A majority of boards which have no formal plans nevertheless have laid down regulations respecting maternity leave. For example: "Resignation is required in 30 days"; "must leave when condition becomes obvious; usually is granted leave for one year"; "on occasion a leave of one complete year has been granted."

Other Benefits. Some of the larger boards, with generous cumulative sick leave plans, provide a retirement gratuity which amounts to as much as a day's pay for each day of unused sick leave. Some of the gratuity plans provide only a fraction of this amount. The unused leave would not be more than 200 days (i.e., one year). Teachers employed by school boards which have a sabbatical leave plan may be granted sabbatical leave for travel or study with partial salary paid. One teachers' association (British Columbia Teachers' Federation) operates a co-operative. This co-operative is described thus in the BCTF Handbook: "The Co-operative Association was incorporated in the fall of 1951 with its main objective to help teachers meet their living accommodation needs....The charter and rules give the Association the right to acquire lands and premises in B.C., to construct housing accommodations, to carry on the business of contractors and as storekeeper in all of its branches and to enter into agreements with the government or school boards for providing teacherages, and to make loans to its members. The Association sponsors for its members chartered flights to various points of interest to teachers....Membership is open to teachers or near relatives of teachers on approval of signed application....All members must hold one $5.00 share in the Co-operative."

Seven of the provincial associations have credit unions.

# Chile

The information for this report was supplied by the Federation of Educators of Chile (FEDECH), the professional organization which speaks for eight national teachers' associations representing all levels: the Unión de Profesores de Chile (primary teachers), the Sociedad Nacional de Profesores (its secondary equivalent), the Asociación de Educadores de Enseñanza Industrial y Minera (industrial and mining teachers), the Socieded de Profesores de Escuelas Normales (normal school teachers), the Asociación de Profesores de Educación Comercial Técnica Femenina (women technical and commercial teachers), the Socieded de Profesores de Escuelas de Adultos (adult teachers), the Sociedad de Profesores de Instrucción Primaria (primary teachers), and the Comando de Profesores Jubilados (retired teachers).

With a population of about 7,835,985 Chile extends from the sub-tropical zone to the cold antarctic south. Santiago, the capital, is situated in the area with the mildest climate and the densest population. Because of the great distances between the capital and the farthest provinces, cities like Antofagasta, Valparaíso, Concepción, Valdivia, etc., with their own universities, have developed into important centres which exercise great influence on local as well as national culture and economics.

## PROFESSIONAL STATUS

Educational administration is centralized in the Ministry of Education. There is, however, an agency called Superintendencia de Educación responsible for surveys, educational research and statistics on a national scale. It is on the basis of the findings made by the Superintendencia that the Ministry is carrying out the national programme of reform and expansion of the Chilean school system, an objective which the Ministry has been working towards for years. Private schools receive a state subsidy, so that they have the same status as public schools. A total of 1,336,480 children attend primary school throughout the country, under the care of 33,253 teachers--70 per cent of whom are women. Approximately one third of the primary schools are private.

A graduate primary teacher had 6 years of primary schooling and 6 years in a normal school, with practice teaching in the last two years. Total: 6 + 6 = 12. As of 1963 a new plan requires secondary schooling before Normal School, which offers a three-year professional training course. Total years according to the new plan: 6 + 6 + 3 = 15. About 15 per cent of the primary teachers in service are not fully trained. The Ministry has organized summer in-service teacher training courses for non-graduates, with graduate diplomas awarded at the end of four summer sessions. There are also post-graduate courses offered at the University of Chile and at the Higher Normal School "José A. Nuñez" in specialized fields such as supervising, guidance, leadership and education.

A graduate secondary teacher must have had six years of primary and six years of secondary schooling, and five years at the University. Total years' schooling: 6 + 6 + 5 = 17. About 285,500 students attend secondary schools where there are 12,209 teachers, of whom 45.7 per cent are women. It is estimated that about 50 per cent of these teachers are not graduates. In Chile a non-graduate may have studied at a university and hold a degree, but if it is not in education, he is technically considered a non-graduate teacher.

It is interesting to note that there are two international courses held currently in Chile organized by Unesco and CEPAL. Outstanding teachers from all over Latin America attend CLAFE (Centro Latino Americano de Formación de Especialistas en Educación) and CLPES (Curso Latino Americano de Planificación Económica y Social), which stress statistics and educational planning. Santiago was selected as perment headquarters for it offers the most appropriate facilities in the field of educational research and experimentation.

## ECONOMIC STATUS

The salary of a teacher depends upon his academic qualifications, merit, years of service and the type of school in which be teaches. The beginning or basic salary for the non-graduate teacher is 120 escudos with an increment every three years. This salary doubles after slightly more than 15 years' service. A graduate teacher's salary is always 18 per cent higher than a non-graduate's.

TABLE A

|  | Increment on basic salary | Non-graduate teacher (escudos) | Graduate teacher |
|---|---|---|---|
| Initial Salary | --- | 120 | 141.60 |
| After 3 years | 40% | 168 | 198.24 |
| After 6 years | 50% | 180 | 212.40 |
| After 9 years | 60% | 192 | 226.56 |
| After 12 years | 75% | 210 | 247.80 |
| After 15 years | 90% | 228 | 269.04 |
| After 18 years | 105% | 246 | 290.28 |
| After 21 years | 115% | 258 | 304.44 |
| After 24 years | 130% | 276 | 325.68 |
| After 27 years | 140% | 288 | 339.84 |

A secondary school teacher is paid on an hourly basis at the rate of 70 escudos per 12 weekly hours, with a maximum of 36. A graduate teacher receives 18 per cent more; he therefore is paid 82.60 escudos per 12 weekly hours. All teachers, primary and secondary, are given 11 escudos monthly as a bonus for the rising cost of living.

Table B shows the secondary school salaries:

TABLE B

|  | Hours per week | Initial | After 15 years | After 30 years on retiring |
|---|---|---|---|---|
| Non-graduate | 12 min. | 70 + 11 |  |  |
|  | 36 max. | 210 + 11 | 399 | 504 |
| Graduate | 12 min. | 82.60 |  |  |
|  | 36 max. | 247.80 | 470.82 | 594.72 |
| Normal or experimental secondary school teacher | 12 min. | 94.40 |  |  |
|  | 36 max. | 283.20 | 538.08 |  |

Teachers' salaries are compared with the earnings in other occupations in Table C.

TABLE C

|  | Hours per week | Initial | After 6 Years |
|---|---|---|---|
| Minimum salary | 44 | 104 | Same |
| Janitor, unskilled workman | 44 | 104 | Same |
| Graduate primary teacher | 30 | 141 | 212.40 |
| Secondary teacher | 36 | 247 | 371 |
| University teacher | 24 | 283.20 | 385.14 |
| Advisor primary and normal administration | 44 | 340 |  |
| Civil servant (Head of department) | 44 | 404 |  |
| Bank clerk | 40 | 193 (14 p.year) | 277 |

The initial salary of a graduate teacher is only slightly higher than the minimum wage of an unskilled workman though the former receives an increment every three years. A bank clerk has the advantage of annual increments, bonuses and supplementary income.

## SOCIAL STATUS

Official Recognition. Teachers are represented in the national educational administration by four councillors on the National Council of Education (Consejo Nacional de Educación) which is chaired by the Minister. The Ministry recognizes the FEDECH as truly representing the teachers of the country, for it accepts their delegates as spokesmen for the teaching body. The delegate serves for two years, during which period he is exempt from teaching duties.

Appointments. There are three independent departments in the Ministry of Education: the Section in charge of Primary and Normal Education; the Section for Secondary Education and the Section for Professional Training. The Director of each of these sections is responsible for the appointments in his section. On the primary level appointments are made by the Director and ratified by the Minister, taking into account the candidate's qualifications, professional background and experience. Administrative appointments are competitive. On the secondary level appointments are made on the basis of qualifications and experience; the director suggests three candidates of whom the Minister appoints one.

Tenure. Teachers have tenure from the moment of their appointment.

Retirement. A teacher may retire after 30 years' service, regardless of age, on a pension equivalent to the average earned during the last 3 years. A bonus is awarded on retirement equivalent to one month's salary for each year of service up to a maximum of 24. A teacher may retire on full pension regardless of years of service in case of physical unfitness caused by illness. Ten per cent of salary is deducted for the retirement fund.

Social Security. The social security services are responsible for retirement pensions, bonuses and pensions to widows and orphans. Preventative medical service is also given. Six per cent of salary is deducted for these services.

Sick Leave. Sick leave is granted on full salary for a maximum period of 2 consecutive years. If longer leave is required, the teacher is obliged to retire.

Maternity Leave. A teacher has the right to 3 months' maternity leave on full salary.

# Colombia

The Colombian Association of Secondary Teachers, WCOTP national member, and the Colombian Federation of Educators co-operated very efficiently in arranging interviews with authorities in the Ministry, the Department of Statistics and primary and secondary schools and otherwise assisting the gathering of information for this report. Both these organizations have headquarters in Bogotá and members and branches all over the country.

Colombia is the only country in South America with both Atlantic and Pacific coasts. The great differences in climate and terrain within its boundaries--the delight of tourists and explorers--are a serious obstacle for communications, which has only in recent years been partially overcome through the widespread use of aviation. Education, also seriously hampered by the enormous distances and geographical difficulties of the country, is beginning to make use of another modern means of communication, the radio. The literacy-through-radio campaign, begun in Sutatenza in 1954, had grown by 1962 to 15,924 radio schools spread throughout the country. The success of this programme was made possible through the aid given by Unesco and both state and private Colombian organizations. The population of Colombia is almost 15 million, 48.7 per cent of whom live in rural areas. Bogotá, the capital, lies on a plateau 2000 meters high (6000 ft.) and has one and one-half million inhabitants.

## PROFESSIONAL STATUS

Besides the Ministry of Education in the capital, there are Secretariats of Education in each of the 17 departments with autonomous rights in the Federal Republic. There are, therefore, national, departmental and municipal schools and teachers. In view of this heterogeneous administration, the government carried out a survey of the teaching staff in all the state primary schools in 1960 with the object of learning the professional, academic and social conditions of the teachers. The total number of teachers in non-private schools in the country was 32,798. The national summary reveals that of these 18,820 taught in urban schools and 42.6 per cent in rural; that 26,036--that is 79.4 per cent--were women, and only 23.2 per cent were trained. There were 5,432 untrained teachers in service (16.6 per cent) with only primary schooling, and 19.9 per cent of these had not completed the five-year course. This was not a flattering picture of the professional status of the state teaching staff. The total number of primary teachers was 51,174, out of which 18,376 were engaged in private primary schools. The estimated rate of illiteracy of the population of age 7 years and over is 32.6 per cent.

A graduate teacher at the primary level has spent 5 years in primary school plus 4 in normal school. Practice teaching is done during the 4 normal-school years. Or after primary school he may have attended a Normal School of Higher Studies (Normal Superior) which offers a six-year course, or he may have done the general secondary course, called *bachillerato*, which is also a six-year course. Total schooling: 5 + 4 = 9 or 5 + 6 = 11. Primary teachers in service are keenly interested in improving their academic standards, as is proved by the heavy enrolment for the in-service training courses. These courses are held during holidays and continue throughout the school year by correspondence for four years. In 1960, 6,477 state teachers attended these courses, that is, 19.7 per cent of all those surveyed. About 1500 to 2000 state teachers graduate yearly.

A secondary-school teacher has completed the following years of study after primary school: having passed the entrance examination, six years at a general secondary school (*bachillerato*); having passed the university entrance examination, four years at a Pedagogical University or University of Educational Sciences, from which he graduates with the degree of Licentiate, approximately equivalent to the M.A. Graduates from the Normal School of Higher Studies are also eligible to teach in secondary schools. Total years of training of graduate secondary teachers: 5 + 6 = 11 or 5 + 6 + 4 = 15 (Licentiate). There is a total of 1,003 state and private secondary schools in the country where general secondary courses (bachillerato) are offered. The number of specialized secondary schools (commercial, industrial, normal, agricultural, etc.) is 1,084. There is state subsidy for private schools, but neither state nor private schools are totally free.

## ECONOMIC STATUS

Each department has the right to levy taxes and make its own budget, therefore each establishes its own salary scale. The salary problem is the greatest facing teachers at present; their aim is one single scale for the whole country. The previous national legislature approved a project creating a federal budget for education, which was to go into effect in four stages, covering certain areas each year so the whole country would be covered at the end of the fourth year. Unfortunately, the project was interrupted when, with a change in government, the newly elected legislature refused to support it. In consequence there are still regions where teachers must depend for their salaries on the local departmental budgets, which allot insufficient funds to education. Some time ago the primary teachers of some departments went through an anguished period of want when they were unpaid for two months. The Colombian Federation of Educators organized a national movement in support of the teachers' rightful claims. It is obviously impossible to speak of a national salary scale in Colombia, although some social benefits are enjoyed in common by all teachers in the country, such as: increments for additional years of service, salary according to academic qualifications, family bonus and allowances for a residence and type of school. The "category" of a teacher refers to the years of service of a graduate teacher: the fourth category corresponds to the first seven years; the third from 7 to 12; the second up to 20 and the first from his 21st year of service to the end of his career. By way of example two different scales are shown below, one used in the Department of Cundinamarca and the national capital; the second in the progressive Department of Bolívar and its capital, Cartagena.

Bogotá. A rural primary teacher with no training is classified in the fourth category. He works 33 hours a week and earns 450 pesos without increments unless he improves his academic standard, but he does receive the family bonus. An urban teacher in the first category (graduate) works 27 hours a week at a beginning salary of 700 pesos. After the first seven years, he receives an increment of 30 pesos every three years up to 21--that is a maximum of 150 pesos. In his 22nd year and until he retires, his salary is 850 pesos. These salaries include the last adjustments made in 1963 in consideration of the cost of living.

Cartagena. A primary teacher with no training is unclassified and his salary is 440 pesos. A graduate in the fourth category earns 600 pesos and in the first 1000 pesos. With the increments approved for the whole country, these salaries become, after 21 years, 750 pesos and 1150 pesos respectively, besides the bonuses. The maximum salary possible for a primary teacher according to this decree is--School Supervisor: 1200 pesos. This new salary adjustment was decreed in May, 1963, and made retroactive to January in the city of Cartagena and is applicable to the entire department of Bolívar.

In the secondary schools teachers are paid according to scales which take into account their qualifications and timetable, since they may teach on the hourly basis, half time or full time. Teachers with no training are classified in the fourth category; those holding normal school diplomas belong to the third; university graduates holding a Licentiate degree are in the 2nd, but change to the first category after six years. Salaries in private schools are much lower. The following table indicates the present salaries (after the 1963 adjustments).

|  | Initial (pesos) | 15 years | 25 years |
|---|---|---|---|
| PRIMARY |  |  |  |
| Teacher (not qualified) | 450 | same | same |
| Teacher (qualified) | 700 to 1000 | 790 to 1090 | 850 to 1150 |
| Teacher in private school | 200 to 800 | --- | --- |

|  |  |  |  |
|---|---|---|---|
| SECONDARY |  |  |  |
| Teacher, not qualified (hourly basis)<br>3 to 30 hours a week | 48.50 per hr. | no increment | 1455 |
| Teacher, qualified (hourly basis) | 54 " " | " " | 1620 |
| Teacher, not qualified (full time)<br>36 hours a week in school, 24 teaching hours | 900 | 983.50 | 1233 |
| Teacher, qualified (full time) | 990 | 1165 | 1590 |

Teachers' salaries are somewhat increased by special allowances and bonuses. Let us take two separate cases.

A trained teacher in the service 18 years has three children under 18; he lives in Cartagena:

|  |  |
|---|---|
| Basic salary--2nd Cat. | $800 |
| Compensation for years of service | 120 |
| Family bonus | 100 |
| Bonus for 3 children | 240 |
| Travel bonus | 30 |
| Total | 1290 |
| 6% deduction | 77.40 |
| Cash salary | $1212.60 |

A school principal in an urban area, with 22 years of service and two children under 18:

|  |  |
|---|---|
| Basic salary--1st Cat. | $1000 |
| Compensation for years of service | 150 |
| Bonus for headship | 424 |
| Family bonus | 100 |
| Bonus for 2 children | 180 |
| Travel bonus | 100 |
| Total | 1954 |
| 6% deduction | 117.24 |
| Cash salary | $1836.76 |

To indicate the economic status of teachers in comparison with that of people in other occupations, these data are offered:

|  |  |  |
|---|---|---|
| Unskilled day labourer | 10 pesos a day in urdan areas--48 hrs. wk. | $ 240 |
| " " " | 7 pesos a day in rural areas--48 hrs. wk. | 168 |
| Minor civil servant |  | 500 |
| National Minister |  | 4000 |
| President of the Republic |  | 7000 |

Teachers' salaries in Colombia do not compare too unfavourably with those in other occupations provided payments are made on time.

## SOCIAL STATUS

Official Recognition. Although there is no legal provision for teacher representation in the Ministry of Education, the Ministry on the national level and the governors in the departments consult the teachers through their professional organizations.

Appointments. The Directors of Education in each department are responsible for the appointment of teachers at both primary and secondary levels.

Tenure. Qualified Teachers and all other full-time teachers are included in the placement scale (escalafonados) and are thus assured tenure as from the day of their appointment. Teachers who work on an hourly basis and those without training are appointed on a yearly basis.

Retirement. Rural school teachers may retire after 20 years' service, urban teachers after 25, on 70 per cent of their last salary as pension. They may work 30 years, when the pension is 75 per cent of salary. If they continue in the service 5 years more, the pension is equal to 80 per cent of last salary. Teachers' salaries do not suffer any deduction for the pension fund; the state provides this benefit in full.

Social Security. The Ministry of Education has its own Social Security Service--Instituto de Prevision y Asistencia Social (IPAS), which covers all its teachers and staff. IPAS provides medical, hospital, surgical and dental care for the person insured and for his dependants: spouse, children under 18, parents and unmarried sisters if they are dependent. He may also receive medical assistance from a private doctor, whose fees are refunded in the proportion corresponding to the policy held. IPAS grants loans for housing and other purposes. It runs co-operative stores which sell pharmaceutical products as well as groceries and dry goods. It pays a pension to those who retire from the service before completing the required 25 years. The pension is then never more than 60 per cent of last salary. For these services, 6 per cent is deducted from every monthly salary, 3 per cent of which is for the health insurance service and 3 per cent for the savings fund which pays 2.5 per cent interest.

Sick Leave. Sick leave on full salary is granted for 15 and up to 90 days. If longer leave becomes necessary, it may be granted on a doctor's recommendation.

Maternity Leave. Three months' maternity leave is granted on full salary.

Other Benefits. A teacher's income is considerably improved by the fringe benefits accorded by law, such as: Christmas bonus, family subsidy and travel expenses. The Christmas bonus is a half salary; the family subsidy is 100 pesos a month plus 80 pesos for every child under 18; the travel expenses vary from 25 pesos to 50 pesos per month. In 1962 a national law was approved under which adjustments in the cost-of-living allowance are made every six months.

# Costa Rica

Information for this report was supplied by WCOTP member ANDE (Asociación Nacional de Educadores), which is the true voice of Costa Rican teachers of all levels, acts on behalf of the teachers before the Ministry, and takes part in the Higher Council of Education.

The Republic of Costa Rica has coasts on both the Caribbean Sea and the Pacific Ocean. The total population is 1,350,000, most of Spanish descent with less than 1 per cent of native Indian background. San José, the capital, is situated on the central plateau [illegible] feet above sea level. Because of the terrain, communications from coast to coast and north to south are difficult, but these natural difficulties have not prevented the extension of education throughout the country. As compulsory education was established in 1886, the illiteracy rate of the population of age 15 and over is the lowest in Central America, being only 20 per cent according to the 1950 Unesco survey.

## PROFESSIONAL STATUS.

Education is centrally administered for the whole country by a Higher Council of Education (*Consejo Superior de Educación*), which is chaired by the Minister of Education, with delegates from the teaching body through ANDE. There are 1,847 primary schools, including state and private, with 9,325 teachers (75 per cent women) for their 293,594 students. This total includes over 5,000 adults attending schools of the Fundamental Education Project (community groups, literacy courses, etc.). There are 76 secondary schools, staffed by 1,656 teachers (48 per cent male), with a total of 31,250 students. Until 1952, a prospective primary-school teacher spent 6 years in primary school (plus two more if he had begun in kindergarten), then entered directly into one of the normal schools where the course took four years. Total: 6 + 4 = 10. Since then general secondary is required (5 years) before entering normal school, which now offers a two year course. Total: 6 + 5 + 2 = 13. An intending teacher may also choose to do his professional training at the University School of Education (*Facultad de Educación*), which offers a three-year course. Total: 14 years. He may go on to a fourth year, when he is awarded a degree of *Bachiller* in Educational Sciences and is qualified to teach in secondary schools. A fifth year and the approval of his thesis earns him the degree of *Licenciado*, which can be in philosophy, letters or science (*Licenciado en Filosofía, Letras o Ciencias*).

At present the University trains all levels of teachers. In order to attend, a prospective teacher must first pass an entrance examination. Only 100 are admitted yearly to prepare for primary teaching. For the secondary course 200 are admitted yearly. The first year's training is common for both, then the science and arts students specializing in given fields of secondary teaching attend courses in the respective specialized schools of the University and do their educational subjects at the School of Education. The tuition fee at the University is 300 *colones* per year. No other fee is required. Before the School of Education was attached to the University of Costa Rica, it was a part of the Ministry and included a School of Psychology and a School of Philosophy and Letters. Since there is only one university with a limited enrollment and it is situated in the capital city, normal schools are still prevalent. They are to be found in the largest towns throughout the country. Some are coeducational and some are residential. Because the percentage of untrained or poorly trained teachers is still high, the Ministry has organized an in-service training institution (*Instituto Profesional del Magisterio*), which offers summer couses complemented by correspondence throughout the year. There is still a dearth of teachers for primary as well as technical and general secondary schools. Of the teachers surveyed, 43 per cent considered that new normal schools were an urgent necessity.

## ECONOMIC STATUS

Teachers' earnings are established by salary scales which take into account academic achievement, qualifications and years of service. At primary level there are four groups: A, B, C and D besides a fifth group for student teachers. Within each group there are 3 categories indicative of years of service (increments are given every three years up to 9). The student teacher does not receive increments and only by improvement of academic standard can his salary increase. Table A indicates the basic salaries (in colones) and the triennial increments for primary-school teachers who work 28 hours a week:

### TABLE A

### MONTHLY BASIC SALARIES FOR PRIMARY SCHOOL CLASSROOM TEACHERS

| Categories | Group A | Group B | Group C | Group D | Student-Teachers |
|---|---|---|---|---|---|
| I | ₡ 715.00 | 633.00 | 550.00 | 484.00 | |
| II | 633.00 | 550.00 | 484.00 | 402.00 | |
| III | 550.00 | 484.00 | 402.00 | 330.00 | |
| | | | | | 264.00 |

These salaries are considerably increased by supplementary compensations: for rural, unhealthy areas--a percentage of salary which increases in proportion to the distance from capital or difficulty of zone and may go from 25 per cent to 100 per cent of basic; for specialized teachers--about 30 per cent of basic. These two allowances can be accumulated. Secondary-school teachers are paid on a scale which establishes value per hour to two categories based on academic achievement, besides the student-teacher rate. Table B shows the salaries and increments at the secondary level.

### TABLE B

### MONTHLY SALARIES FOR SECONDARY SCHOOL TEACHERS

| | | Hours p.wk. | Initial<br>III | 4th year<br>II | 7th year<br>I |
|---|---|---|---|---|---|
| Student-teacher | minimum | 1 | ₡ 22.50 | same | same |
| | maximum | 36 | 810.00 | " | " |
| Untrained teacher (Category B) | minimum | 1 | 27.00 | 31.00 | 35.00 |
| | maximum | 36 | 972.00 | 1116.00 | 1260.00 |
| Graduate teacher (Category A) | minimum | 1 | 31.00 | 35.00 | 39.00 |
| | maximum | 36 | 1116.00 | 1260.00 | 1404.00 |

These salaries are also increased by compensations for difficult areas, when a percentage of basic salary from 25 per cent to 60 per cent is added. Teachers' salaries are adjusted to cost of living whenever the need arises. In the nine-year period 1951-59 salaries increased approximately 110 per cent.

## SOCIAL STATUS

Official Recognition. The fact that most of the 11,000 teachers of the country are members of the leading professional organization speaks highly of the prestige of ANDE (Asociación Nacional de Educadores), whose members teach on all levels of education. The Higher Council of Education accepts the Association delegates as spokesmen for all the teachers. They sit on the Council as members equal in standing to the delegates from the University.

Appointments. There is a Department in the Ministry in charge of teacher placement; it is called the Civil Service (Servicio Civil). The Department studies and assesses the background and merits of the candidates for appointment to the vacancies available or for promotion. The jobs go the the holders of the highest points.

Tenure. Tenure comes when a teacher is officially appointed and confirmed. A qualified teacher who has won a post competitively is automatically appointed and confirmed. Unqualified teachers, student-teachers, etc., have no security or tenure.

Pension. A teacher can retire after 30 years' service on full pension. This means the average of his last ten years' salary. The same applies to the teacher who after only twenty years' service has reached the age of 60. A teacher who is declared physically unfit by three recognized doctors may retire after 10 years' service on full pension. Teachers working in unhealthy or remote areas may retire after 25 years on full pension.

Social Security. Teachers are covered by health insurance which assures them free medical attention, medicines, treatment, hospitalization. The state pays 5 per cent of every civil servant's salary (including teachers) to the Social Security organization (Seguridad Social). In the private sector employees must pay in 2.5 per cent and their employers 2.5 per cent of every salary for the same benefits.

Sick Leave. Sick leave is granted on half salary up to one year to all teachers. In case of disability, retirement on full pension is permitted.

Maternity Leave. An expectant mother is given 4 months' leave on full salary--three months before childbirth, one after. If childbirth occurs after June, the mother cannot return to school work that scholastic year (March to November). For the remainder of the year--between maternity leave and end of scholastic year--she gets half pay.

Other Benefits. A bonus of one month's salary is given every teacher at the end of each year. Teachers may get loans for housing by applying to the National Housing and City Planning Institute (INVU) or The Teacher's Life Insurance Society, which invests its capital in loans for housing. Maximum insurance, 26,000 colones. ANDE, the national teachers' association, has its own bank for the purpose of making loans to its members. This bank (Caja de Préstamos y Descuentos de ANDE) was founded in 1943 and operates at present with a capital of 7 million colones. ANDE also offers life insurance up to 15,000 colones. The national subsidy for low income families is not available to teachers because it applies only to those earning up to 300 colones a month. The minimum salary is 330 colones.

# Dominican Republic

The material for this report was supplied by FENAMA, the National Federation of Teachers, which was also instrumental in obtaining statistical data from the Office of Statistics of the Ministry of Education.

The Dominican Republic shares with Haiti the island of Hispaniola, occupying two-thirds of the total area (about 20,000 square miles) on the east. The estimated population is 3,100,000, of which the majority are mestizos of Spanish and African descent. Negroes and white people are in the minority. Santo Domingo, the capital, which is situated on the southern coast, has nearly half a million inhabitants. An estimated 68 to 70 per cent of the country's population live in rural areas. In recent years there has been a continuous increase in the number of peasants migrating to the city.

## PROFESSIONAL STATUS

The professional status of the teachers has been affected by the political changes in the Dominican Republic in recent decades. The Ministry of Education exercises educational control. It had the technical aid of a National Council of Education, which until 1963 had as members three teacher delegates of FENAMA. The National Council of Education has become inoperative since April 1963, as the last two governments have had totally centralized educational control.

In 1963 the pupil enrolment was 505,223 at the 4,952 government schools, under the care of 9,788 teachers--66 per cent of whom were women; 44,042 pupils attended private (297) and semi-private (174) schools under the care of 1,743 teachers of whom nearly 74 per cent were women. Although compulsory education from the age of 7 to 14 exists, there is at present a high rate of illiteracy, estimated at more than 50 per cent.

A trained teacher must have completed 6 years' primary schooling, the 7th and 8th grades in an intermediate school, two years in a secondary school and three in a normal school. Total years of schooling for a normal school graduate: 6 + 2 + 2 + 3 = 13. A rural-school teacher has attended a "Rural School No. 2" since this type offers an 8-year course; then three years at a rural normal school. Total years' schooling for a rural-school teacher: 8 + 3 = 11. "Primary Rural No. 1 Schools" are those which are situated in out-of-the way places and offer one or two years' schooling; there are 2,333 schools of this type. "Primary Rural No. 2 Schools" continue the course of the former through the sixth year, some through the seventh and eighth. Approximately 66.5 per cent of all school-agers attend these schools; the enrolment in 1963 was 336,219. There are about 500 teachers in rural areas who have not completed even eight years of schooling.

There are five normal schools in the country with a student enerolment of 315 and 42 teachers.

Secondary-school teachers must have completed four years' study in secondary school--after completing two years' intermediate schooling and three years at the University School of Education, at which stage they are awarded the degree of Bachillor (Licenciado). One more year's study is necessary for a doctor's degree. Total years' schooling for a university graduate teacher: 8 + 4 + 3 = 15 (B.A.).

Sixty per cent of the teachers in service are not trained. Many have completed secondary school, so they have done six years' primary schooling, two intermediate, four secondary, making a total of 12 years.

## ECONOMIC STATUS

A rural teacher works more than seven hours a day and his monthly salary is

RD$ 60 (Dominican Republic pesos) at Rural School No. 1. Urban teachers earn a monthly salary per shift, that means that the same teacher is allowed to teach in the morning and in the afternoon in which case he receives double pay. At secondary level a teacher's salary depends on the number of hours he teaches, 35 per week being the maximum. A teacher who has 30 hours per week (at RD$ 2.75 per hour) earns RD$ 330. Teachers' salaries are shown in the following table:

RURAL AREA

| | hrs. per week | permanent monthly salary |
|---|---|---|
| Graduate Rural Teacher | 38 | RD$100.00 |
| Non-Graduate Rural Teacher | 38 | 80.00 |
| Emergency Rural Teacher | 38 | 60.00 |
| Rural Literacy Teacher | 10 | 15.60 |

URBAN AREA IN THE NATIONAL DISTRICT

| | | |
|---|---|---|
| Specialized courses, 1st and 6th primary | 25-20 | RD$ 90.00-85.00 |
| Regular courses, 2nd, 3rd, 4th and 5th | 20-17 1/2 | 80.00-70.00 |
| Intermediate Lyceum Teacher, 7th and 8th grades | 25-20 | 125.00-100.00 |
| Secondary Lyceum Teacher (Bachillerato) | 25 | 200.00 |
| Primary School Directors | 40 | 175.00-190.00<br>200.00-220.00 |
| Intermediate Lyceum Directors | 25 | 220.00-250.00 |
| Secondary Lyceum Directors | 25 | 300.00 |

URBAN AREA IN THE INTERIOR OF THE COUNTRY

| | | |
|---|---|---|
| Specialized courses, 1st, 6th | 25-20-17 1/2 | RD$ 70.00- 65.00 |
| Regular courses, 2nd, 3rd, 4th and 5th | 20-17 1/2 | 65.00- 60.00 |
| Intermediate Lyceum Teacher | 25 | 125.00-100.00 |
| Secondary Lyceum Teacher | 25 | 150.00 |
| Primary School Directors | 40 | 150.00-175.00 |
| Secondary Lyceum Directors | 25 | 130.00-150.00<br>175.00-190.00<br>220.00-300.00 |
| Intermediate Lyceum Directors | 25 | 200.00-220.00 |
| Urban Literacy Teacher | 10 | 20.00 |
| Primary No. 1 School | 38 | 60.00 |

## SOCIAL STATUS

Appointments. The government appoints all teachers. There is an insufficient number of trained teachers; consequently it has become quite usual--particularly at the secondary level--to appoint secondary-school graduates who have had no special orientation or training.

Tenure. In normal times a teacher enjoys the right of tenure as from the time he is appointd, and his removal can only be effected after charges are proved. During times of political unrest there is no assurance that this right will be respected.

Pension. A teacher may retire after 25 years' service and at 60 years of age on a pension ranging from 40 per cent to 60 per cent of his last salary. Should a teacher become unfit for active service through illness he may retire sooner. There is no retirement fund.

Social Security. At present, teachers are not covered by any health insurance or medical service plan.

Sick Leave. Sick leave with full pay is granted up to 60 days. Only under exceptional circumstances can it be extended up to two more months with half pay.

Maternity Leave. Maternity leave extending to 84 days is granted with pay.

Other Benefits. At present, teachers do not enjoy any other economic benefit.

# Ecuador

The information for this report was supplied by the National Union of Educators (UNE) during informal talks with teachers at the Union headquarters and with members of the executive who, besides co-operating personally, were instrumental in arranging contacts with the Ministry and visits to normal schools. The National Union--Unión Nacional de Educadores--an organization with great prestige in the eyes of the public, is a true federation embracing associations of teachers of all levels in the country.

Ecuador has a population of 4,300,000, principally native Indian (40 per cent) and mestizo, with a small minority (20 per cent) of persons of the white and African races. About 72 per cent of the population live in rural areas. The capital, Quito, is not densely populated--an unusual circumstance in South America. Ecuador is a beautiful country as well known for its majestic volcanoes and great highlands as for its fertile valleys and plains, Amazon junglelands and bleak paramo. This diversity of conditions and difficult topography offer serious obstacles to regular communication across the country and the extension of educational opportunities.

## PROFESSIONAL STATUS

From the Ministry of Education stem all the educational authority and administration in the country. The Ministry has for some years been dedicated to an ambitious project of educational expansion and literacy. The aim it has set itself is a 92 per cent increase in the number of primary schools between 1959 and 1965. In 1963 there were 5,676 primary schools, 4,540 of which were rural. The number of secondary schools has increased 39 per cent in the last 5 years--there are 387 at present.

The total number of teachers in state schools is 23,355: 15,964 are in primary schools, 64.6 per cent of whom are women; 7,391 in secondary schools, 33 per cent of whom are women. In order to make the seven-year plan operative the Ministry has organized in-service training courses held in connection with the normal schools. These are one-year courses for those teachers who have completed their secondary schooling (bachiller) and two-year courses for those with a lower academic standard. During the course, the teacher continues to receive his salary with a 33 per cent deduction to pay for his substitute. It is interesting to note that while all state rural schools and most of the private schools are coeducational, state urban schools are not.

A graduate primary school teacher has completed 6 years in primary and 6 in normal school, the last two including teacher training and practice. Until 1959 the rural normal school programme was of only 4 years' duration; it is now 6 years as in the urban schools. Total: 6 + 6 = 12.

A graduate secondary school teacher has completed 6 years in a primary school, 6 in a secondary school (bachillerato) and from 4 to 6 years at a university. Total: 6 + 6 + 4 = 16 (licentiate); 6 + 6 + 6 = 18 (Ph. D.).

## ECONOMIC STATUS

There is a national salary scale for teachers--a direct consequence of the continual efforts of their professional organization, UNE. The salary scale includes 10 grades, depending on academic standard, qualifications and years of service. A teacher receives a grade promotion every four years. Grade 1 is for those teachers who began teaching with no professional training, and it is subdivided into three classes according to academic achievement: Grade 2 includes teachers beginning with rural normal school training and those in Grade 1 with 8 years' experience. Those with 6 years' secondary schooling holding a diploma in Modern Humanities, begin in Grade 3, which also includes those in Grades 1 and 2 with from 4 to 20 years experience (who will never be promoted to the next grade unless they improve their academic standard). Grade 4 includes beginning teachers with urban normal training and those with 6 years' secondary schooling holding a diploma in Educational Science, as well as the teachers of the previous categories with 4 to 12 years' experience. Grade 5 is reached by graduate teachers in Grade 4 after 4 years' experience and by those of the lower grades with from 8 to 20 years' experience. The remaining five grades provide recognition for years of service to teachers with the requisite academic qualifications, and include also those teachers with more responsible and specialized duties (supervisors, secondary-school principals, administrative-technical positions within the Ministry of Education). Basic salaries are supplemented by functional bonuses for responsibility, from 10 per cent for the principal of an incomplete primary school, to 75 per cent for the highest position in the Ministry. Table A shows the salaries, bonuses and increment (in sucres) of different teachers throughout their careers.

TABLE A

| | Hours Per week | Initial (sucres) | After 12 years | On Retiring After 30-40 yrs. |
|---|---|---|---|---|
| PRIMARY | | | | |
| Teacher (no training) | 30 | 800 | 970 | 1,065 |
| Teacher (diploma in Humanities) | | 970 | 1,300 | 1,900 |
| Principal full-course school (6 years) | | 1,070 | 1,430 | 1,900 |
| 20% functional increment | | 215 | 285 | 380 |
| | | 1,285 | 1,715 | 2,280 |
| SECONDARY | | | | |
| Teacher | 20 | 1,300 | 1,570 | 1,900 |
| 30% functional increment | | 390 | 470 | 570 |
| | | 1,690 | 2,040 | 2,470 |
| Head secondary school | | 1,300 | 1,730 | 1,900 |
| 50% functional increment | | 650 | 865 | 950 |
| | | 1,950 | 2,595 | 2,850 |

Table B compares teacher income with earnings in other occupations:

TABLE B

| | Initial | After 8 Years |
|---|---|---|
| Graduate teacher (Diploma in Educational Sciences) | 1,070 | 1,300 |
| Civil Servant in Ministry of Education | 1,280 to 1,400 | 1,700 to 3,325 |
| Skilled Workman - 26 days per month | | |
| Linotypist (60 sucres per day) | 1,560 | same |
| Mechanic in hydraulic plant | 1,500 | same |
| Unskilled Workman | | |
| Janitor | 650 | same |
| Cleaning man | 520 | same |
| Minimum wage--20 sucres per day (26 days per month) | 520 | same |

An interesting feature in all salary scales in Ecuador is the great importance given to academic qualifications. Not only are teachers paid according to amount of schooling, but academic achievement is also a decisive factor conditioning the salaries of radio operators, actors, journalists, printers, etc., in national minimum salary decrees. The radio operator who has completed four years of secondary school earns a higher salary than one who has had less schooling. Judging by the comparative salaries in the above table a graduate teacher's salary in Ecuador is relatively acceptable. The economic problem affecting the profession is the high rate of non-graduates and the difficulties they face of improving their standards through lack of opportunity.

## SOCIAL STATUS

Official Recognition. Teachers do not legally have a voice in educational administration but in cases of disciplinary measures or dismissal, the Ministry invites UNE to defend the teacher under censure.

Appointments. Since the approval of the "Professional Defense Law" in 1961 the Ministry appoints teachers on the basis of competitive merit, or the principal proposes a list of three candidates with the best qualifications from which the Ministry chooses one.

Tenure. At present, teachers are assured tenure of office as from the moment of their appointment.

Retirement. A teacher may retire after 30 years of service at 55 years of age, with the total of his last salary. In the case of temporary or permanent disability he is given a retirement pension.

Social Security. There is a Social Security Service which is available to all teachers. It offers complete medical and dental assistance to the person insured and his dependants. For this service 3 per cent is deducted from his monthly salary. The Service also makes loans at minimum interest with the teacher's salary as collateral, the maximum amount being the equivalent to seven monthly salary payments.

Sick Leave. Teachers are granted sick leave on full salary provided it does not exceed 90 days in one year. If longer leave is necessary, the teacher may lose his position unless there are exceptional circumstances.

Maternity Leave. 40 days' maternity leave is granted on full salary.

Other Benefits. The teachers of Ecuador do not enjoy supplementary bonuses that might increase their income.

# El Salvador

El Salvador, the smallest country of Central America, was, until the days of commercial flying set in, quite isolated from its neighbours. Out of a total population of 2,395,000, almost 60 per cent live in rural areas.

## PROFESSIONAL STATUS

The Ministry of Education in the capital, San Salvador, administers all education. A qualified primary school teacher must have done 6 years in primary and 6 years in normal school--the last three years are professional and include practice teaching. Total: 6 + 6 = 12. To prepare for secondary school teaching a candidate must have the Normal School degree and do two more years at the Higher Normal School (Escuela Normal Superior); or he must go from the primary school to the general secondary school and then to the University School of Humanities (Facultad de Humanidades) where a five-year course is offered. Total: 6 + 6 + 2 = 14, or 6 + 5 + 5 = 16. Promotion is based on experience and years of service.

## ECONOMIC STATUS

Graduate primary teachers begin at a salary of 200 colones per month, for 30 hours a week. After ten years their salary is 250 colones and on retiring after 30 years it is 270 colones, which is also the amount of their pension. In private schools the beginning salary is 150 colones. There is no retirement or pension for private teachers. On the secondary level, teachers earn 3 colones per hours, minimum 6 hours and maximum 30 per week, that is, from 72 to 360 colones per month. In private schools the rate is 2.50 colones per hour.

The following chart shows the relative value of these salaries per month:

| | Hours per week | Initial (colones) |
|---|---|---|
| Unskilled labour | 44 | ₡ 60 |
| Primary teacher (with degree) | 30 | 200 |
| Civil servant - women | 38 | 200 to 2,500 |
| - men | 44 | 200 to 2,500 |
| Secondary teacher | 30 | 360 |
| Skilled workman | 44 | 150 |

## SOCIAL STATUS

Official Recognition. Neither the Federation nor the teaching body is consulted by the Ministry. Teachers do become high officials in the Ministry through personal academic achievement and qualifications.

Appointments. All appointments are made directly by the Ministry.

Tenure. Once a teacher is appointed his tenure is assured, unless he is proved incompetent or immoral.

Retirement. A teacher may retire after 30 years' service regardless of age. This last condition came into effect only in 1960. His pension is equal to his last salary. A teacher may retire after 25 years' service on 80 per cent of his highest salary. In case of chronic illness or disablement, he retires on full pension at the age of 60 if a man; 50 if a woman, regardless of years of service. This benefit is shared by all civil servants. No deductions are made from retirement salaries; the State is fully responsible for all pensions.

Social Security. The National Social Service covers all state employees (civil servants) for medical, hospital and surgical care. Teachers have special wards in the hospitals.

Sick Leave. A teacher may take up to one month's sick leave on full salary with a medical certificate, the second month on half salary, the third month without salary. In case of serious illness, a teacher may go on indefinite leave with full pension, provided he has at least five years' service.

Maternity Leave. Social Security covers maternity care. A teacher-mother is granted two months' leave on full salary.

# Guatemala

The capital of Guatemala, also called Guatemala, was founded by the Spaniards in 1517 on a plateau 3500 feet high, and is the oldest city in Central America. Though it was twice destroyed by earthquake and rebuilt in 1540 and 1776, it was the political centre of the region during the Spanish colonial days and is still considered the cultural centre of the area. Independence was declared in 1847. A distinctive feature of Guatemala is the prevailing influence of the native Indian: 60 per cent of the population today is pure American Indian, while practically all the rest of the population is descended from white and Indian stock. Because communications are difficult, many Indian villages are isolated and have little contact with the cultural and scientific developments taking place in the cities. Hence, illiteracy in this country is one of the highest in America in spite of the efforts made by the government and private organizations to extend educational facilities to all the population through literacy campaigns. Instruction in many cases is bilingual--the native Indian Maya dialects being the mother tongue. Nevertheless, the illiteracy rate of the population of 7 years and over is 71.9 per cent, according to studies made in 1950 and of adults 15 years and over it is 70.6 per cent. Total population in 1950, 2,805,000; Indian population 1,820,872 (64.9 per cent).

## PROFESSIONAL STATUS

In order to teach in a primary school, a qualified teacher must have studied 6 years in primary school, passed an entrance examination to secondary level, completed three years of general or basic courses and three of professional or normal training, the last of these including practice teaching. In 1961, the government approved Decree No. 1485 providing a provisional teachers' statute which stipulates the requirements for entry into teaching. Because of the great dearth of graduate teachers provision is made in the decree for the employment of non-graduate teachers without academic qualifications but with acceptable experience. Also, graduates of primary school with 5 years' experience may teach in urban schools, and teachers holding an aptitude certificate may teach in rural schools. Total academic studies for a normal diploma: 6 + 6 = 12. For the secondary level--which includes normal schools--a teacher must have a normal school diploma and five years' experience or an equivalent degree in secondary teaching. This means a three-year course in the University, culminating in a degree in education (Licentiate in Educational Sciences and Pedagogy) or in special fields such as philosophy, history or letters. In order to merit promotion--to head of a department, principal or technical consultant--a university degree or proof of higher studies in the specialized subject is required. Total years of academic study: 6 + 6 + 3 = 15.

Teachers in vocational and technical schools must also have pursued higher studies; they are rated a little higher on the placement scale than general secondary teachers. It is widely recognized that there are not sufficient graduate teachers for the secondary level. In respect to in-service teacher training programmes, the only provision in the teachers' statute is for free training courses and the possibility of attending them as un-enrolled students.

## ECONOMIC STATUS

The same teachers' statute approved in 1961 establishes the salary scale, which classifies all teachers into six categories: pre-primary, primary, secondary and normal, vocational-technical, specialized (handicapped, etc.), and administrative-technical. A basic salary is stipulated with a 20 per cent increase every 5 years, provided the teacher merits the annual minimum of 75 points indicative of good service. These points are awarded by a Classification Board (Junta Calificadora de Personal). The teachers themselves are represented on this Board, the Ministry selects the names put up by the Teachers' Federation, and the Federation also has direct representation on it. Nevertheless, the normal functioning of this Board depends on the political stability of the government, which in recent years has suffered many changes. The Classification Board has not met for over a year.

In the beginning a qualified teacher in primary school earns 100 quetzales per month in urban or rural districts, with increments of 20 per cent every five years. In 1961 a supplementary increase was voted: 30 per cent for primary teachers, 20 per cent for secondary, 15 per cent for vocational and technical. Supplementary bonuses are also given in districts that are unhealthy or difficult. Teachers who teach late evening courses also receive extra compensation.

A qualified secondary teacher earns 150 quetzales a month; technical and vocational, 200 quetzales.

| | Beginning salary (quetzales) | After 15 years | On retiring after 30 years |
|---|---|---|---|
| Primary (30 hrs. per wk.) | 100 + 30% = 130 | 160 + 30 = 190 | 220 + 30 = 250 |
| General secondary (20 hrs. per wk.) | 150 + 20% = 180 | 240 + 30 = 270 | 330 + 30 = 360 |
| Technical Vocational | 200 + 15% = 230 | 320 + 30 = 350 | 440 + 30 = 470 |
| Administrative-Technical (highest salary) | 300 + 5% = 315 | 480 + 15 = 495 | 660 + 15 = 675 |

An unskilled worker earns one of the lowest salaries in the country: 0.80 quetzales per hour. Working 45 hours per week, he averages 144 quetzales a month. Comparing this with teachers' salaries, we find that primary and secondary school teachers, some of whom initially earn less than unskilled workers, receive increasingly higher salaries with increased teaching experience.

## SOCIAL STATUS

Official Recognition. In the preamble of the government decree No. 1485 issued on 13 September 1961, the President of the Republic stated the need for the economic, social and cultural development of the teaching profession in compliance with the principles set down in the Constitution. In that same decree, which is the teachers' statute, the teachers' representatives are accorded the right to sit on the Classification Board (Junta Calificadora de Personal) and teachers are classified by this Board. This Board has not met during the last year because of the political situation.

Appointments. The Teachers' Statute provides that appointments should be made in accordance with the recommendations of the Classification Board. When vacancies occur, teachers apply and present their qualifications. The applicant with the highest points is appointed by the Ministry of Public Education after consultation with the Division of School Statistics and Scales. If the Board does not act, appointments are made directly by the Ministry.

Tenure. Tenure is assured by the statute. A teacher cannot be removed except on charges duly proved. This principle is not always respected in times of political instability.

Retirement. Teachers retire after 30 years' service or at 60 years of age on a pension equal to the average salary of the last five years. Three per cent is deducted from every monthly salary for this purpose. This ruling applies to all civil servants.

Social Security. There is a Social Security Service (Instituto Guatemalteco de Seguridad Social) covering all civil servants, which offers free hospital care and life insurance. In case of disability or death, the monthly salary continues to be paid to the wife or widow. Two per cent of monthly salary is deducted for this service in the city, 1.5 per cent in the country.

Sick Leave. Sick leave with half pay is granted up to three months. On doctor's orders, it can be extended to six months. If longer absence is necessary, a teacher loses his job.

Maternity Leave. Full salary is paid to the mother-teacher on leave one month before childbirth and 45 days thereafter. This salary is paid by the National Social Security Institute.

Other Benefits. Teachers do not enjoy any other special benefit. In the past, land was given to teachers for housing. This was a limited project, which later was complemented by loans made by private, foreign housing companies. About 200 homes were built under this plan, for which teachers pay approximately 40 quetzales per month. There is also a Co-operative Housing Service mainly catering to workmen but some teachers have made use of it.

The results of the survey undertaken in Guatemala--141 teachers throughout the country responded--show that all were full-time teachers and 97 per cent enjoyed their profession. About 68 per cent considered that the most urgent, immediate educational need was the opening of more primary schools.

# Honduras

The Honduras Federation of Teachers (Federación Hondureña de Maestros) supplied the information for this report. Most of the educational opportunities in the country are centralized in Tegucigalpa, the capital, although 66 per cent of the population, which in 1960 was estimated at 1,755,000, live in rural areas. Almost 10 per cent of the inhabitants are Indian; about 2 per cent are Negro.

## PROFESSIONAL STATUS

A qualified primary teacher must have studied 6 years in primary school, and after passing an entrance examination, 6 years in a normal school, where the first three years are basic general education and the last three years are professional. In order to be admitted to the professional course, a student must be at least 14 years of age. Total academic training: 6 + 6 = 12. According to statistics 1962, the total number of primary teachers in service all over the country was 7,939. Of these, 2,133 were men and 5,806 women (73 per cent). Only 43 per cent were qualified teachers; 4,498 (56.6 per cent) were without training. There are 5 state normal schools, 2 in urban districts and 3 in rural areas. There are also 42 other normal schools which are private or semi-private and are partially state-aided. For the secondary level, a teacher must have a normal school diploma and at least five years' experience. Any university graduate may teach in the field in which he specialized at the university, and is considered a qualified teacher. There are 1,901 secondary teachers in service--1,112 are men, 41.5 per cent are women.

## ECONOMIC STATUS

A qualified primary teacher's beginning salary is 100 lempiras; it is 80 lempiras for the teacher without training. Increments of 15, 30, 40, 50 and 60 per cent respectively of initial salary are earned every 5 years up to 25 years. A monthly compensation is given for service in difficult rural areas: 30 lempiras to trained teachers, 20 lempiras to untrained. Secondary teachers on a full-time basis teach 30 hours a week at a rate of 3 lempiras per hour.

| | Beginning (lempiras) | 15 Years | 30 Years |
|---|---|---|---|
| Primary teacher (no training) | 80 | 112 | 128 |
| " " (qualified) | 100 | 140 | 160 |
| 30 to 36 hrs. per week | | | |
| Secondary teacher (3 lempiras per hour) full time--30 hrs. per week | 360 | same | same |

How salaries in teaching compare with those in other occupations may be seen below.

| | Hours per week | Beginning Salary per month |
|---|---|---|
| Unskilled workman | 40 | 52.80<br>(0.33 per hour) |
| Primary teacher (without training) | 30 - 36 | 80 |
| Primary teacher (qualified) | 30 - 36 | 100 |
| Secondary teacher | 15 - 30 | 180 - 360 |

| | | |
|---|---|---|
| Civil servant: | | |
| Minor | 39 | 176 |
| Senior | 39 | 600 |
| Bank clerk: | | |
| accounting machine operator | 39 | 283.33 |
| cashier (beginner) | 39 | 358.16 |
| Skilled workman: | | |
| electrician | 40 | 576<br>(3.60 per hour) |

Though primary teachers are assured periodical increments, they never double their initial salary, which at the end of their career is less than the wage of a minor civil servant (176 lempiras). The initial salary of a civil servant with some responsibility (600 lempiras) is far beyond the earnings of any university graduate who has chosen to do full-time teaching. Teachers' salaries as compared with the earnings of bank clerks and electricians show the very low economic rewards in education and the lack of recognition of the teacher's significant role in society.

## SOCIAL STATUS

Official Recognition. Teachers are invited by the Ministry of Education to act on committees as advisors in educational planning.

Appointments. Appointments are made on the basis of merit. The Ministry appoints teachers of primary schools on the recommendation of the supervisors. Secondary school teachers are selected by the principals of the schools. The main criterion in assessing merit is professional achievement such as proof of further study, pupil achievements, excellent performance, initiative and participation in community work, publications, etc. Professional promotion depends on merit and years of service.

Tenure. An appointment implies tenure. The grounds for dismissal of a teacher must be duly proved and be of a serious nature.

Retirement. A teacher is obliged to retire on reaching the age of 72, but may retire after 30 years' service regardless of age on a pension equal to his last salary. Since 1928 no deductions from teachers' salaries for the pension fund have been made, the State providing this service in full. In the case of physical unfitness because of illness, full pension is granted provided the teacher has worked for at least five years.

Health Service. The Federation of Teachers provides free medical service for all teachers. Non-members must pay 1 lempira per day in case of hospitalization. Teachers have special wards in the public hospitals. There is also a National Social Service which covers medical care for the teacher, spouse and children under two. Two and a half per cent of every salary is deducted for this service. This benefit has not yet become extensive in all parts of the country.

Sick Leave. Two months' leave on full salary is granted for illness and a third month on half salary. Leave can be extended exceptionally up to one year on medical certificate without pay.

Maternity Leave. Ten weeks' maternity leave is granted on full salary, followed by half-hour leaves for morning and afternoon feeding.

Other Benefits. Teachers' delegates sit on the Land Grant Committee, which functions in the Ministry with the object of designating and assigning lots for teachers' housing. The committee must assess the merit and priority of each application.

# Jamaica

The information for this report was supplied by the Joint Executives of Teachers' Associations (JETA), which speaks for the teachers of Jamaica on matters related to the whole profession. JETA comprises the Executives of the following Associations: Association of Assistant Masters and Mistresses ($A_2M_2$), secondary schools; Association of Teachers in Technical Institution (ATTI), technical schools; Association of Teacher Training Staffs (ATTS), further education; Association of Headmasters and Headmistresses ($H_2M_2$), secondary schools; Jamaica Union Teachers (JUT), primary schools.

The Island of Jamaica, situated south of Cuba and west of Haiti, has an area of about 4,500 square miles and a population nearing one and three-quarter million, mainly of African descent, with East Indians, Chinese, whites, and a considerable number of mixed ancestry. The capital, Kingston, is by far the largest city with one of the finest ports in the world. Nearly a quarter of the population of the country lives in the hills and plains adjoining this city.

## PROFESSIONAL STATUS

Apart from independent schools run mostly by religious bodies, the Ministry of Education provides and administers education either wholly or in part through the following types of schools:

* Infant Schools--age 4 1/2 - 6 1/2 (very few schools, and no expansion planned)
* Junior Schools and Departments (primary)--age 6 1/2 - 11 1/2
* Senior Schools and Departments (post-primary)--age 11 1/2 - 15
* Secondary High Schools--age 11 1/2 - 18 or 19
* Secondary Technical Schools--age 12+ to 16+
* One Technical and six Teachers Colleges--age 17 and over

Primary and post-primary schooling is free to the age of fifteen. It is compulsory in a few areas, but there is no effective application of the law for this. The phenomenal growth of the population demands that a great many teachers be recruited and trained. This is particularly necessary as, at present, nearly fifty per cent of the teachers in primary schools and a still higher percentage in secondary schools are untrained. The teacher-training programme is being greatly expanded through much increased recruitment for training colleges and scholarship awards for study at universities in the West Indies and abroad.

In 1963 there were some 340,000 children attending the 732 primary and 47 secondary schools, with about 5,000 primary and 1,150 secondary school teachers. Of the primary teachers, over 80 per cent are women, while the secondary schools have about 40 per cent male teachers. The secondary schools are government run or aided, with pupils entering as free-place or grant-place winners in a common entrance examination, together with a limited number of fee-paying pupils. There are a large number of private or independent schools on the Island, both primary and secondary, as school-places remain one of the major problems. Private schools receive no help from government.

Recruits for teacher training come from those who, having completed the primary and post-primary schools course, have passed the final Jamaica Local Examination or the Jamaica Certificate of Education; from those who have passed the Cambridge School Certificate examination or its equivalent in the G.C.E.; and from those with an equivalent basic education. A three-year course of training is provided but two-year and one-year courses are available to persons with superior basic education.

There is also an Emergency Training College providing a six-month course at the pre-training level for would-be recruits to teaching. These often work in schools before going on to college, or while taking a qualifying correspondence course planned by the Ministry of Education. No teacher is regarded as trained until he has satisfactorily completed the final college year. In addition, there is a training college for practising teachers, providing a one-year or two-year course, and giving them an opportunity for being up-graded in the profession. Training to become a teacher is free in all the institutions.

## ECONOMIC STATUS

Academic achievement, experience and responsibility are the factors which determine a teacher's grade and salary. In the secondary schools the bulk of the teachers are graduates, with or without teacher-training, with some college-trained teachers employed as non-graduates and assigned mainly to the lower forms. The primary and post-primary schools absorb most of the products of the training colleges, both as head teachers and classroom teachers. The list below sets out the salaries earned by various types and grades of teachers in the year 1963. Negotiations are in progress for improvement in the scales. The teacher of comparable qualifications earns relatively less than the civil servant, the bank clerk or the skilled worker in industry. The gap is, however, being narrowed. In some fields, the unskilled worker earns higher wages than teachers, but a general comparison is difficult to make. It is true, however, that teaching loses recruits to the transport service, insurance companies and the like.

### Primary Schools

| | | |
|---|---|---|
| Head Teachers | Grade I | £795 x 30 - 915 x 40 - 1200 x 50 - 1300 |
| | Grade II | 675 x 30 - 915 x 40 - 1040 |
| | Grade III | 595 x 25 - 645 x 30 - 920 |
| | Grade IV | 545 x 25 - 645 x 30 - 860 |
| Deputy Heads | | 545 x 25 - 645 x 30 - 890 |
| Senior Assistants | | 495 x 25 - 645 x 30 - 860 |
| Trained Teacher I | | 445 x 25 - 645 x 30 - 800 |
| Trained Teacher II | | 420 x 25 - 645 x 30 - 740 |
| Pre-Trained Teacher I | | 400 x 20 - 420 x 25 - 650 |
| Pre-Trained Teacher II | | 300 x 20 - 420 x 25 - 450 |
| Pre-Trained Teacher III | | 240 x 20 - 360 |
| Pre-Trained Teacher IV | | 210 x 20 - 250 |

### Senior Schools

| | |
|---|---|
| Head Teachers | £795 x 30 - 915 x 40 - 1200 x 50 - 1300 |
| Deputy Heads | 545 x 25 - 645 x 30 - 890 |
| Senior Assistants | 495 x 25 - 645 x 30 - 860 |
| Trained Teacher I | 445 x 25 - 645 x 30 - 800 |
| Trained Teacher II | 420 x 25 - 645 x 30 - 740 |
| Pre-Trained Teacher I | 400 x 20 - 420 x 25 - 650 |
| Pre-Trained Teacher II | 300 x 20 - 420 x 25 - 450 |
| Pre-Trained Teacher III | 240 x 20 - 360 |

## SOCIAL STATUS

Official Recognition. The Ministry recognizes the Jamaica Teachers' Union as the spokesman for all the primary-school teachers; consequently the Minister addresses the teaching body through the Union on matters requiring co-operation or consultation. The Union has prestige in the eyes of the public and collaborates in civic activities connected with education, such as national school competitions, literary contests, drama festivals, sports and athletic championships, patriotic festivities, etc.

Appointments. Teachers are appointed on the basis of merit--experience, achievement, degrees--by local boards whose members represent the Ministry and the parish.

Tenure. A trained teacher is confirmed and has tenure assured as from the moment of his appointment. To lose the right he must be subject to a charge and the corresponding enquiry.

Retirement. Teachers who retire after 40 years' service are entitled to full pension, which means two-thirds of their three best consecutive years prior to retiring, but they have the option of a lump sum plus a reduced pension instead. In case of physical unfitness for active service through illness or accident, a teacher may retire on a pension proportionate to his years of service.

Social Security. There is no health insurance plan that covers the teaching profession in particular.

Sick Leave. Sick leave is granted on full salary for short leave (4 days) and for as long as one month. If longer leave is necessary the length of service is taken into account to determine the percentage of salary paid.

Maternity Leave. Four months' maternity leave is granted without pay.

Other Benefits. Some headmasters are given an allowance, others housing. Teachers have the right to four months' leave on full salary every seven years provided they travel abroad.

# Mexico

The Association of University Professors of Mexico, affiliate member of WCOTP, and the National Syndicate of Educational Workers very ably co-operated in furnishing the information for this report through their officers and publications and by arranging personal interviews for us with the authorities in the Ministry of Education and National Autonomous University of Mexico.

The United States of Mexico has an estimated population of 35,115,000. Of these, perhaps 27 per cent are indigenous (*indígena*), being individuals who have not assimilated modern Mexican culture but live according to the traditions of their forefathers--to the point of not even speaking Spanish. It has long been the aim of those in authority to offer these people every educational opportunity in order that they may improve their standard of living and take an active part in community life, thus contributing to the civic and economic development of the country. Fortunately great strides have been made in this field thanks to the co-ordinated efforts of government and experts both national and international through UNESCO.

## PROFESSIONAL STATUS

Mexico is a federal republic, with educational administration and determination of educational policy centralized in the Ministry of Education. As there are also educational authorities on the state level, there are, in fact, federal, state and private schools and teachers working side by side, all supervised by federal inspectors. One central council is responsible for all school planning, curricula, methods and evaluation systems, the selection of appropriate text books, etc. It is called the National Technical Council of Education (*Consejo Nacional Técnico de la Educación*), whose members represent the Ministry of Education, the state governments and all the universities and institutes of higher learning.

In 1959 a new educational scheme, The Eleven-Year Plan, come into effect with the aim of expanding the primary school system to include almost three million more children by the year 1970. The enthusiastic support given to this programme by authorities, teachers and the public has brought results beyond all calculations: by 1962 there were 36 thousand more children enroled in school than were expected for the year 1964. During the first four years (1959-62) there were 17,030 new vacancies for teachers while 5,628 in-service teachers completed their training. The Federal Institute for Teacher Training (*Instituto Federal de Capacitación del Magisterio*), founded in 1944 with the object of offering courses for in-service teachers with little or no professional training, has expanded its programme to adjust to the new plan. The enrolment of teacher-students in 1963 reached the record of 28,755. Courses at this Institute run during the holiday months and continue throughout the school year by correspondence and radio broadcasts. One hundred radio stations have co-operated by transmitting 36,000 lessons a year.

In 1962 there were 160 normal schools throughout the country: 38 federal (29 rural with boarding facilities and 9 urban), 40 state and 82 private. Besides these, there are three normal schools for the training of pre-primary teachers; one Higher Normal School (Normal Superior); one normal school for teachers of physical education and one to prepare teachers of physically and mentally handicapped children.

There are 75,607 teachers in active service at present (1963) in the 35,165 primary schools of the country. A graduate teacher for the primary level has gone through 6 years of primary schooling, 3 years of basic secondary and 3 at normal school which includes practice teaching. Total: 6 + 3 + 3 = 12.

Secondary education is divided into two cycles. In the first or basic cycle, general secondary or pre-vocational subjects are taught as well as basic technical, industrial, commercial or agricultural techniques. The second cycle offers normal training for teachers of primary schools. The training of teachers for secondary schools--both cycles--is done at a university or higher normal school. A secondary school teacher has completed the following years of study: 6 at primary school, 3 of basic secondary and from 4 to 6 at the Higher Normal School. There is another option: after the 3 basic years, a student may choose the two-year preparatory course offered in the second cycle which is pre-university and is administered by the University; after successfully passing the entrance examination, he may enroll at the School of Philosophy and Letters where a 4 to 6 year course in Pedagogy and Psychology is offered. The degrees awarded are equivalent to the B.A. (Maestría), M.A. (Licenciatura), and Ph.D. (Doctorado). Total training for a secondary teacher: 6 + 3 + 4 (or 6) = 13 (or 15); alternatively, 6 + 3 + 2 + 4 (or 6) = 15 (or 17). The National Centre for the Training of Teachers in the Technical Skills (Centro Nacional de Capacitación para la Enseñanza Tecnológica) was founded in 1962 as a branch of the National Higher Polytechnic Institute with the object of training teachers for the commerical and technical-industrial departments of secondary schools.

## ECONOMIC STATUS

The National Syndicate of Educational Workers recently won for all urban teachers (foráneos) the same salaries as those paid in the federal capital, Mexico City, and government approval of the Statute for Workers in the Service of the State and its incorporation into the Constitution. The immediate consequence of this is a 90 to 120 per cent increase in salaries. These will be granted in stages spread across one year, so that the full new salary will be received in May 1964. A rural teacher now earning 484 pesos will at mid-year receive 770 pesos and next May his salary will be 814 pesos. He is also granted a 10 per cent supplement for service in an isolated area. An urban teacher formerly earning 1015 pesos will now receive 1360 pesos. The automatic increments given every 5 years will increase this salary by 40 per cent at the end of 25 years. A secondary teacher will now have the right to teach a minimum of 12 hours a week at the outset of his career and his salary will increase more than 160 per cent (from 514 to 1372 pesos).

The maximum salaries (in pesos) possible in education by May 1964 will be:

| | | |
|---|---|---|
| PRIMARY: | Graduate teacher, at boarding school, including all supplements, compensations and allowances for travel | $2055.20 |
| SECONDARY: | Graduate teacher, guidance counselor in Mexico City, working 42 hours a week | 5728.80 |
| NATIONAL POLYTECHNIC INSTITUTE: | Guidance expert, professional teacher in technology, working 42 hours a week | 7114.80 |

The following deductions are made from teachers' salaries, as from those of all civil servants, for social benefits: 2% plus 6% for ISSSTE (social security); 10 per cent approximately for pension fund; also education and income tax. Teachers have an extra deduction for their mutual life insurance. Total: about 20 per cent. Counterbalancing these deductions, a bonus of one month's salary is given to teachers at the end of each year.

How do teachers' salaries compare with earnings in other occupations?

| | | WORK TIME | INITIAL SALARY (pesos) |
|---|---|---|---|
| Unskilled labour | 17.50 per day (adjusted every 2 yrs.) | 26 days per mo. | 455 |
| Construction (foreman) | 50 per day | 26 days per mo. | 1300 |
| Bank clerk | | | 720 |
| Primary teacher (rural) | | 20 hrs. per wk. | 814 |
| Primary teacher (urban) | | 20 - 25 hrs. per wk. | 1360 |
| Secondary teacher | | 12 hrs. per wk. | 1372 |

## SOCIAL STATUS

**Official Recognition.** As stipulated in the Statute for Workers in the Service of the State, since 1947 there has been a National Placement Committee consisting of two representatives of the organized teaching body, two representatives of the Ministry and one chairman-arbitrator chosen by consent of both parties. It is the responsibility of this committee to study the qualifications of all teachers on the basis of professional degrees, years of service and efficiency and to suggest appointments for all the country. As the National Syndicate of Educational Workers is a member of the Federation of Civil Servants' Syndicates and is recognized by government as the true voice of the teaching profession on the primary and secondary levels, it is responsible for appointing the teachers' representatives on this committee.

**Appointments.** All teachers are appointed directly by the Ministry and are protected by the Statute, which defines the functions of the National Placement Committee in determining priorities based on pre-established standards.

**Tenure.** All teachers are assured of tenure as from the moment they are appointed. No teacher can be removed unless a Board of Arbitration finds him guilty of a serious misdemeanor and then only with the concurrence of the syndicate to which he belongs.

**Retirement.** A teacher may retire after 30 years' service regardless of age on a pension equal to his basic salary. He has the right to retire and receive pension on the grounds of physical or mental disability, providing he has contributed to the pension fund for at least 15 years. If, however, a teacher leaves the service before working fifteen years, he is compensated by a lump sum equivalent to the total amount of his contributions to the fund, with one or two months' salary added, depending on the length of his service. The monthly contribution to the pension fund is approximately 10 per cent of salary.

**Social Security.** The Institute of Insurance and Social Security of the Workers in the Service of the State (ISSSTE) among other services offers full health insurance to all civil servants including teachers. This covers medical care and treatment, hospital and surgical services and medicine not only for the person insured but for his dependents as well: spouse, children under 18 and parents if they are economically dependent on him. For this benefit, 2% plus 6% is deducted from monthly salaries.

**Sick Leave.** Sick leave on full salary is granted on a medical certificate from 30 to 90 days depending on length of service. If longer leave is necessary, it is granted on half salary. If in the fulfillment of his duties a teacher suffers serious illness or accident in school or on the way which incapacitates him for active service, he is granted leave with pay for as long as his disability lasts.

**Maternity Leave.** A mother-teacher has the right to three months' maternity leave on full salary. She is also given free obstetrical assistance and the necessary aid in kind to feed the child on a well-balanced diet for six months.

**Other Benefits.** Teachers have a Mutual Insurance Plan with policies up to 20,000 pesos. The holder of the insurance is paid 50 per cent of the policy on retiring; the rest goes to his heirs or beneficiaries at the time of his death. Cost to him: approximately 3 per cent of salary. ISSSTE has opened shops and dry goods stores in the capital and other important cities where they sell the best quality merchandise at the most reasonable prices. Teachers can apply for mortgage loans to buy or build their own home. ISSSTE charges 8 per cent for loans redeemable in 5 to 15 years. If death occurs before the loan is repaid, the house becomes the property of the heirs without further payment. A rural teacher is given the free use of a house next to the school which, besides offering him the comforts of a home, is intended as a model and stimulus for the neighbourhood. Scholarships are awarded to teachers for study and travel within the country and abroad to promote professional improvement. Recipients are paid their full salaries for the duration of their studies. Steps are being taken to obtain scholarships for the children of teachers.

This brief report on the social status of teachers in Mexico would be most incomplete without mentioning the high esteem in which the teacher is held by the government and the people.

# Nicaragua

The information on Nicaragua was supplied by the WCOTP member association, Syndicated Federation of Teachers of Nicaragua (Federación Sindical de Maestros de Nicaragua). This Central American republic has coasts on both the Caribbean Sea and the Pacific Ocean. Most of the educational opportunities at the secondary and higher levels for its 1,560,000 inhabitants are centralized in the capital, Managua, which is situated on the western side of the country.

## PROFESSIONAL STATUS.

In order to be qualified, a teacher must have done 6 years of primary school, passed an entrance examination and studied 5 years in normal school (Escuela Normal), which is a 3-year general course, plus 2 years' professional training, practice teaching included. There are 16 normal schools in the country, of which 8 are private. Maximum opportunities are given, provided the corresponding fees are paid, since there are evening as well as day courses, and even residential facilities. Some scholarships are awarded. There are 5,000 teachers in primary schools (state and private) throughout the country: 74.8 per cent have had no training, 88.3 per cent are women. Most of the normal schools were founded since 1938. Total training: 6 + 5 = 11.

For service in secondary schools a teacher must have a primary teacher's diploma plus practice. In 1958 a new University department was inaugurated, the School of Educational Sciences (Escuela de Ciencias de la Educación), offering a five-year course: three years general subjects and two professional. At present, then, the total is: 6 + 5 + 5 = 16 years. There is a total of 111 schools on the secondary level, including Normal--78 are private.

Teachers for all levels are wanted, and in the opinion of 55 per cent of the teachers surveyed, new training schools are urgently needed. 66 per cent considered it more important that new primary schools should be opened. The teachers, through their Federation, have voiced concern over the urgency of raising the standard of teachers in every respect (economic, social and cultural) and are striving towards greater educational and improvement opportunities for everyone and towards more security of tenure, without discrimination.

## ECONOMIC STATUS

Teachers' salaries at the primary level are set by a fixed scale: 10 per cent increase after the first five years, 20 per cent at the end of ten years, 30 per cent after twenty and 45 per cent after 30 years' service. The basic salary for a beginning teacher with a degree is 600 córdobas, not subject to increase. The teacher in a state secondary school earns 30 códobas per hour; in private secondary schools 40 córdobas per hour. The maximum working hours for a secondary teacher is 28; therefore the maximum salary is 840 córdobas for the state school teacher and 1,120 for the private school teacher. No provision is made for salary increases in relation with years of service except for graduate primary teachers.

| | Beginning salary (córdobas) | After 15 years | After 30 years |
|---|---|---|---|
| Primary teacher (25 hrs. per wk.) | | | |
| degree | 600 | 720 | 870 |
| no degree | 450 | 450 | 450 |

| | | | |
|---|---|---|---|
| Secondary teacher (max. 28 hrs. per wk.) | | | |
| in state schools | 840<br>(30 per hr.) | 840 | 840 |
| in private schools | 1,120<br>(40 per hr.) | 1,120 | 1,120 |

A teacher's salary compares with the earnings in other occupations as follows:

| | Initial (córdobas) | After 5 years |
|---|---|---|
| Primary teacher | 450<br>600 | 450<br>660 |
| Unskilled labour (minimum salary) | 600 to 900 | no increase |
| Secondary teacher | 840<br>1,120 | " "<br>" " |
| Skilled workman electrician | 2,000 | " " |
| Civil servant | 1,000 to 5,000 | " " |
| Bank clerk | 1,000 | 5,000 |

From this comparative scale we see that the teacher, after eleven years' study, earns less than an unskilled labourer. Even a secondary teacher earns less than a civil servant with no special training. A teacher's salary never rises to the level of that of a trained electrician.

## SOCIAL STATUS

Official Recognition. Teachers do not participate in any way in the decisions of the Ministry of Education, nor are they consulted.

Appointments. Teachers are appointed directly by the Ministry. They apply for vacant positions and are chosen accordning to merit. There is no established rule for the improvement or promotion of in-service teachers.

Tenure. Tenure is partially assured by law for both primary and secondary teachers.

Retirement. A teacher may retire after 30 years' service at 60 years of age, but he may continue working. There is no maximum age limit. The pension he receives is the basic salary he began with 30 years previously. One per cent is deducted from each salary for this service.

Social Security. There is a health insurance organization (Instituto Nacional de Seguridad Social) for teachers and civil servants in the city of Managua only. This covers medical treatment, medicine and hospital services, including maternity care for the teacher-mother and the wife of a teacher. It also covers children under 2 years of age. Three per cent of every salary is deducted for this service.

Sick Leave. Sick leave is assured only in serious surgical cases for two months and in other illnesses up to one month. Should extended sick leave become necessary, the teacher must pay the substitute teacher's salary.

Maternity Leave. Two months' leave with pay is allowed.

Other Benefits. A teacher's salary is valid as a guarantee for a loan equal to double his salary, payable in six monthly installments. Loans for housing are available to teachers, as to all civil servants, payable in 20 years.

# Panama

There are at present several national teacher organizations in Panama with legal entity. Two of them include only primary teachers among their members: Association of Panamanian Educators and The Sociedad de Maestros Pro-Educación Nacional. The United Panamanian Association of Teachers has in its membership teachers from the three levels of education: primary, secondary and university. The fourth, Association of Secondary Teachers of the Republic, includes teachers holding a degree in secondary teaching, whether they teach at this level or not, and teachers in secondary schools (even though they do not hold the appropriate degree). All four associations are members of WCOTP and were most helpful and co-operative in collecting data for this report.

Panama has a total population of about 1,175,500, of which an estimated 5.7 per cent is indigenous. The capital, Panama City, lies on the Pacific Ocean side of the country.

## PROFESSIONAL STATUS

All educational authority and administration in the country is in the hands of the Ministry of Education: planning, policy, appointments. In order to teach in a primary state school, a teacher must have completed the following schooling: 6 years' primary, 3 years' basic secondary and 3 years at normal school. There are at present 4 State normal schools besides three private ones authorized to give diplomas (the latter will graduate students for the last time in 1964). Since 1938 the State normal school in the province of Veraguas has had a boarding department. The private teacher training schools are also offering similar facilities. In spite of an excess of trained teachers, the Ministry of Education, during the period 1960-63, increased the proportion of untrained teachers from 2 per cent to 7 per cent by making irregular appointments. These appointments not only lowered the quality of teaching and the educational and moral standards of the teaching profession, but also frustrated the desires of teachers for professional improvement.

There are 1372 primary schools throughout the country, 1255 of which are rural. Since 58 per cent of the population lives in rural areas, there are more rural than urban schools. Many more schools are needed. The illiteracy rate is 22 per cent not including the indigenous population. Also, there are many unemployed graduate teachers. Total years of education, graduate primary teacher: 6 + 6 = 12.

A secondary school teacher holding a degree has completed 6 years in primary school, 6 in secondary, passed an entrance examination to the University (a new requirement established in 1962), and successfully completed five years at the School of Philosophy, Letters and Education, when he was awarded the degree of Licentiate, and after one more year, the degree of Professor. Total number of years of education for a graduate secondary teacher: 6 + 6 + 6 = 18.

The following tables show, among other things, the high percentage of graduate teachers in Panama, particularly on the secondary level where the courses required for a degree are the longest in Latin America. In fact, the 1195 teachers in official secondary schools, according to 1962 data, fall into the following categories as stated in Article 184 of the Organic Law: teachers with university degree and specialization in their field, teachers with university degree and teacher with no university degree.

## PRIMARY SCHOOLS (1961-62)

| | | Pupils per Teacher | No. of Teachers | Graduates | Non-Graduates |
|---|---|---|---|---|---|
| TOTAL | 1372 | | 6228 | 5788 - 92.9% | 440 - 7.1% |
| State | 1321 | | 5857 | 5639 - 96.3% | 218 - 3.7% |
| Urban | 77 | 33 | | | |
| Rural | 1244 | 30 | | | |
| Private | 51 | | 371 | 149 - 40.2% | 222 - 59.8% |
| Urban | 40 | 31 | | | |
| Rural | 11 | 23 | | | |

## SECONDARY SCHOOLS (1961-62)

| | | Teachers | | University Degree | | |
|---|---|---|---|---|---|---|
| | | Men | Women | Professional | Other | No Degree |
| TOTAL | 136 | 790 | 1062 | | | |
| State | 29 | 457 | 665 | 710 - 63% | 118 - 10.5% | 294 - 26% |
| Private | 107 | 333 | 397 | 153 - 20.9% | 80 - 10.9% | 497 - 68% |

## ECONOMIC STATUS

An increase of 25 balboas in teachers' salaries was approved by law. First they received 12.50 balboas and two years later (1963) they received 12.50 more. Teachers living in difficult areas (the frontier, for instance) are given an allowance of 35 balboas. In general, the size of a teacher's salary depends on the amount of his professional training. A graduate primary teacher earns 10 per cent more than the non-graduate and his salary increments are 100 per cent higher: 5 balboas every 2 years for the graduate; 2.50 for the non-graduate. A primary teacher must work 5 teaching hours a day morning and afternoon or, less frequently, morning only, five days a week. Total per week: 25 teaching hours.

In secondary schools a teacher's salary also differs according to his degree, a graduate earning from 22 to 40 per cent more than a non-graduate. The increment is 10 balboas every two years. A regular teacher must be in school 40 hours a week. His teaching schedule is limited by law to not less than 24 nor more than 28 hours per week, though he is sometimes expected to do as many as 28.

The following table shows the salaries of teachers at both levels.

| | Hours Per wk. | Initial (balboas) | After 14 years | After 28 yrs. |
|---|---|---|---|---|
| Primary (1962) | | | | |
| Non-graduate teachers | 25(teaching) | 105 | 122.50<br>(2.50 every 2 yrs.) | 140 |
| Graduate teachers | 25(teaching) | 115 | 150<br>(5 every 2 yrs.) | 185 |
| Special teachers (P.E. sewing, etc.) | | 110 | | |
| Teachers with Univ. degree | | 150 | 185 | 220 |
| Principals with Univ. degree | | 220 | 235 | 270 |
| Secondary (1962) | | | | |
| Graduate teacher with professional degree | 40(in school)<br>24(teaching) | [illegible]0 | 320<br>(10 every 2 yrs.) | 390 |
| Graduate with other degree | | 225 | 295 | 340 |
| Non-graduate | | 175 | 245 | 315 |

Teachers' salaries in Panama as compared with earnings in other occupations.

| | Hours per week | Initial (balboas) |
|---|---|---|
| Unskilled workman (minimum) | 40 | 80 |
| Civil servant (minimum) | 40 | 90 |
| Graduate primary teacher | 25 | 115 |
| Graduate secondary teacher | 40 | 250 |
| Skilled workman | 40 | 100 |

## SOCIAL STATUS

Official Recognition. The Ministry of Education has invited the teacher organizations to name delegates to act on a Committee that is studying reform of the national educational system.

Appointments. The Board of Personnel in the Ministry of Education is composed of two members elected by the teachers and one or more appointed by the Ministry. They are in charge of evaluating credentials and recommending appointments. Primary teachers are appointed directly on a competitive basis. Graduate secondary teachers are also appointed directly. The secondary school is divided into two cycles. The first, called basic, has the same curriculum for all; the second offers three choices: general, normal and vocational--this latter includes commercial education, agriculture, industrial education and home economics. Teachers are appointed to do that specialized teaching for which their previous training and experience qualify them.

Tenure. A teacher at any level must complete a two-year probationary period, during which his work is evaluated, before he has tenure. Teachers' posts are classified as permanent, probationary, interim and temporary. Interim teachers working as substitutes for those on leave have no tenure.

Retirement. Two conditions regulate retirement--years of service and physical disability. By Decree 1134, primary and secondary teachers and other educational personnel (except principals) are retired after 28 years of efficient service in the field. Any employee may also retire because of physical disability after 20 years of satisfactory work and due certification of his state of health. Legislative Decree No. 23 sets forth that a principal who has rendered 28 years of efficient service will be retired. The retirement pensions in force amount to the last salary in the case of teachers, assistant principals and principals in primary schools, service and administrative personnel if their salary is less than 200 balboas; if their salary is higher, retirement pensions amount to the average salary earned during the last three years of service. For secondary school teachers the pension is the average salary of the five years, and for secondary school principals, the average salary of the last three years. Any employee presenting his application for retirement is granted the right to retire. However, it is unfortunate that the budget allocation to retired personnel does not provide the necessary amount to satisfy all the applications. For this reason, and in order to proceed justly and objectively, the Ministry has established the following order of precedence: first, personnel retired because of physical disability; second, personnel retired due to seniority--age and years of service (taking into account that the Social Security Fund grants an old-age pension to women 55 years old and to men 60 years old provided they have covered 180 quotas, that is 15 years of quotas).

Social Security. Government provides social security for all civil servants including teachers. This means full health service: medical, hospital and surgical care for the employee, his spouse and children up to 14. For this service 7 per cent is deducted from the employer and 5 per cent from the employee. Until 1962 the deduction was only 4 per cent.

Sick Leave. A teacher may have one month's sick leave on full salary and up to three months more without pay.

Maternity Leave. Twenty weeks' maternity leave on full salary is granted.

Other Benefits. The teacher organizations, particularly the first ones founded, are justly proud of their achievement in helping members to acquire their homes. The Association of Secondary Teachers, following a survey made among all secondary teachers, is negotiating for the construction of a residential district for secondary teachers. The teacher organizations are also responsible for loans given by some banking houses to teachers on the warrant of their salary alone, as well as loans of their own co-operative credit funds. Other benefits include office building, auditorium, library, and credit facilities at commercial establishments.

# Peru

Professor Gilberto Mejía Villalobos, Regional Secretary for CEA (Confederación de Educadores Americanos), personnally accompanied and introduced the WCOTP representative to the members of the Executives of the two largest teachers' organizations in the country: Union of Primary Teachers of Peru (Sindicato de Maestros Primarios de Perú) and National Federation of Teachers of Peru (Federación Nacional de Educadores del Perú). Through these organizations and the Ministry of Education, the information required for this report was obtained.

## PROFESSIONAL STATUS

There are eight Regional Boards in the country with autonomy as regards appointments, transfers, promotions, replacements, etc. They even enjoy some degree of economic autonomy. However, the Ministry of Education--through the General Council of Education which has the power to ratify, amend or nullify the administrative actions of the regional boards--has a strong centralizing influence, especially in matters of educational policy (planning, curricula, syllabuses, etc.) Political stability is consequently of great importance for education, and the influence of politics and politicians is evident. Teachers are governed by a statute and a placement scale that assure them tenure and certain social benefits.

Teachers at all levels are classified into three categories according to their academic achievements and background. These categories are very significant in terms of office held, salary and promotion. At the primary level, categories designate the following levels:

* 1st Category--Qualified. Has a certificate awarded by one of the Normal Schools (Escuelas Normales).

* 2nd Category--A partial certificate of merit awarded by one of the Rural Normal Schools (Escuela Normal Rural).

* 3rd Category--No training. This may range from incomplete or complete primary education to incomplete or complete secondary.

A teacher holding a degree has had six years of primary education; has successfully passed an entrance examination (discontinued as of 1964) to the secondary level and studied there five years; has successfully passed the Normal School entrance examination and studied there three years--a total of 14 years' study, the last year including practice teaching. A teacher holding a Rural Normal School degree entered normal school directly from primary, having passed an entrance examination, and studied there three years--a total of nine years. This ended in about 1942 when secondary schooling was required to enter normal school.

The Ministry of Education has set up a programme for the training of in-service teachers without due qualification. Those who have not completed their secondary education are given five years in which to do so. Summer courses are available with salary. After this, their professional training is done at residential summer courses, complemented by correspondence courses throughout the year. This is a four-year course requiring an examination at the end of each year. The Ministry Planning Department considers that this programme will not be completed until 1975. The Ministry also provides courses for trained teachers, who specialize in orientation, fundamental education, planning and curricula (planes y programas), supervising (supervisores), psychopedagogy (psico-pedagogía), etc.

In 1961 there were 36,503 teachers in state primary schools throughout the country. The following chart giving the percentage of teachers in each category indicates the progressive improvement in professional standards:

TABLE A

| | 1950 | 1960 | 1961 |
|---|---|---|---|
| 1st Category | 26.1% | 37.9% | 38% |
| 2nd Category | 23.9% | 14.8% | 15.6% |
| 3rd Category | 50% | 47.3% | 46.4% |

The number of teachers in each type of school, as well as the total number of teachers in the country, is shown in the following chart:

TABLE B

| | State | Private Schools | Totals |
|---|---|---|---|
| Pre-primary, primary & secondary | 47,897 | 12,070 | 59,967 |
| Primary semi-aided (Fiscalizados) | 1,650 | | 1,650 |
| University | 2,700 | 100 | 2,800 |
| | 52,247 | 12,170 | 64,417 |

There are no statistics on standards of achievement among teachers in private schools. The government obliges private enterprises to open supervised schools (fiscalizados) whenever there is a population of at least 30 school-age children among the families of their employees. The teachers for these schools are hired privately, but must be paid according to the state salary scale. They enjoy the same rights as the state teachers. Under these conditions the percentage of untrained teachers appearing in Table A (62%) may be an underestimation. The work of several normal schools (private and non-denominational) to be established in the city of Lima by 1964 should have a strong impact on this problem.

At the secondary level, there are also three categories for teachers, according to their academic achievements:

* 1st Category--Certified teacher (Titulado).

* 2nd Category- Has studied in the university but not in the field of education.

* 3rd Category--Has completed secondary education only (approximately 45 per cent of the 10,900 state secondary teachers in 1961).

A certified teacher has completed his secondary school (five years) and passed an entrance examination to the University School of Education, (Facultad de Educación, founded in 1945). There he has had two years in general subjects and three years of specialized study in pedagogy and the special field he has chosen--social sciences, science, mathematics, or Spanish language and literature. Further work is possible: after studying one more year and completing a thesis he is awarded a Ph.D. (doctorado). Total years of study: 6 + 5 + 5 = 16.

A teacher's certificate for secondary level is also awarded by the Normal Schools, the Lima Institute of Pedagogy and the Higher Normal School of Monterrico for women. The first year is a basic course for both levels. From the second year on there are three branches open: primary, including practice teaching; technical secondary (two years of study and one of practice teaching), and general secondary. Most of these schools are residential. In order to rise in category, a teacher must continue studying or pass a competitive examination (concurso de mérito y aptitud).

There are 45 teacher training schools in Peru, six of which are private. Though there are insufficient schools and teachers in the country, especially at the secondary level, the total enrolment in normal schools has been increasing, as shown in the following chart:

### TABLE C

| | Men | Women | Total |
|---|---|---|---|
| Enrolled in all Normal Schools--1950 | 556 | 633 | 1,189 |
| Graduated with primary teacher certificate--1952 | 441 | 505 | 946 |
| Graduated with secondary teacher certificate--1953 | | 20 | 20 |
| Enrolled in all Normal Schools--1960 | 1,440 | 1,966 | 3,406 |
| Graduated with primary teacher certificate--1962 | 615 | 697 | 1,312 |

The statistical data concerning the University School of Education was not available, but the limited entry to the university is much sought after as studies completed there offer the graduate more scope, particularly in the fields of science and mathematics. As far as the categories of teachers is concerned, no differentiation is made between the degrees awarded by Normal Schools, Institute of Pedagogy and University School, although the University course is one year longer.

## ECONOMIC STATUS

The most recent national decree establishing teachers' salaries for the whole country was issued in October, 1961 by the Ministry of Education. It is a detailed salary scale covering primary and secondary levels on the basis of categories (or degrees), responsibility and years' service. Generally there is a 7 per cent increase of the basic salary every five years. Since it came into effect, 220 soles have been added to all government salaries as a cost of living adjustment. This scale governs the salaries of all state teachers; the same decree established 50 per cent of the scale as the minimum for private school teacher, but private schools do not always adhere to it. For the sake of simplicity we have taken the basic salary of a beginning teacher, what he earns at the end of 15 years, and his salary on retiring after 25 or 30 years. Women may retire on full salary after 25 years' service, men after 30. Maximum retirement age: 60.

### TABLE D

PRIMARY TEACHERS (33 hrs. per week)

| | Beginning monthly salary (soles) | After 15 years | On retiring |
|---|---|---|---|
| 3rd Category | 800 to 1000 | 968 to 1210 | 1280 (25 yrs.)<br>1350 (30 yrs.) |
| 2nd Category | 1288 | 1558.48 | 1648.64 (25 yrs.)<br>1738.80 (30 yrs.) |
| 1st Category | 1610 | 1948.10 | 2060.80 (25 yrs.)<br>2173.50 (30 yrs.) |

Inspectors and National Coordinators receive 4,000 soles, the highest salary in the primary system. Since the middle of 1963 salaries in Table D were increased 30 per cent. 1st Category teachers received an additional increment of 100 soles every five years.

### TABLE E

SECONDARY TEACHERS

| | Beginning salary | After 15 years | On retiring |
|---|---|---|---|
| 3rd Category<br>Full time (24 teaching hr. a wk.-36 in school) (Technical School) | 1740 | 2105.40 | 2227.20 (25 yrs.)<br>2349 (30 yrs.) |
| Part time (9 hrs.minim. - 24 maxim.) 120 per hr. | 1080 (minimum) | 1306.80 | 1382.40 (25 yrs.)<br>1458.00 (30 yrs.) |

| | | | |
|---|---|---|---|
| 2nd Category | | | |
| Full time (Technical School) | 2175 | 2631.75 | 2784 (25 yrs.)<br>2936.25 |
| Part time (9 hrs. per wk.)<br>130 per hr. | 1170<br>(minimum) | 1415.70 | 1497.60 (25 yrs.)<br>1579.50 (30 yrs.) |
| 1st Category | | | |
| Full time | 4060 | 4912.60 | 5196.80 (25 yrs.)<br>5481 (30 yrs.) |
| Part time (9 hrs. per wk.)<br>145 per hr. | 1305<br>(minimum) | 1579.05 | 1670.40 (25 yrs.)<br>1761.75 (30 yrs.) |

To the above amounts the 220 soles general supplement for cost of living must be added, as well as certain fringe benefits: 50 soles per month per child under 18; 10 per cent increase on basic salary for service in hazardous areas, (highlands, jungle or altiplano). As of 1964 the hourly rate in secondary education has been increased 13 soles, which is equivalent to an 11 per cent increase for the 1st Category, 10.2 per cent for the 2nd Category and 9 per cent for the 3rd Category.

The actual take-home salary suffers a 10.5 per cent discount deducted from the scale rate--that is, before the supplements are added--for social benefits. This deduction is broken down as follows: 6 per cent for gratuity fund, retirement and discharge; 2 per cent for leveling of pensions, aimed at upgrading the monthly pensions to retired and discharged personnel to the level of active teachers; 2.5 per cent for Employee's Social Security, which assists cases of sickness and maternity; 35 soles for the Teacher's Mutual Fund, out of which 30 soles pay a life insurance policy for 30,000 soles to be collected by the teacher's beneficiaries, and the other 5 soles for medical care for the teacher's family. The economic status of these salaries may be seen in Table F, which illustrates minimum initial salary for primary and secondary teachers and individuals in other occupations, and salaries after five years of work. These salaries correspond to the period 1961-1963.

TABLE F

SALARIES AND WAGES IN 1963

| | Hours per week | Days per month | Initial (soles) | After 5 years |
|---|---|---|---|---|
| Workman--unskilled (minimum wage) | 48 | 26 | 650 | 650 |
| Primary Teacher | 33 | 24 | 1000 + 220<br>to 1610 + 220 | 1070 + 220<br>to 1722 + 220 |
| Bank clerk | 43 | 24 | 1000 | 6000 |
| Public servant | 48 | 24 | 1500 + 220 | 1500 + 220<br>(higher if promoted) |
| Workman--skilled | 48 | 26 | 2080 to 3380 | 2080 to 3380 |
| Secondary Teacher (1st Category) | 36(in school)<br>24(teaching) | 24 | 4060 + 220 | 4344.20 + 220 |

The highest salary a teacher in primary education can hope to attain is lower than the secondary teacher's beginning salary, and the highest salary in the secondary scale (after 30 years) never reaches the scale a bank clerk can earn after only five years. In all fairness, it must be pointed out that a bank clerk depends on promotion for his rating, but promotion in banks can begin after the first six months. It is equally true that a skilled workman (the wage of an electrician was chosen) depends on his own ability to improve over the years, unless he is regularly employed in one place. A teacher's salary only increases every five years and then at the rate of 7 per cent. A teacher's salary is paid in 12 monthly instalments per year. There is no standard salary for teachers in private schools, but it is significant that the official scale stipulates the minimum as 50% of state salaries. Some new private schools offer higher salaries than state schools; however, this is not typical.

## SOCIAL STATUS

Official Recognition. Since 1959 teachers were represented in the Ministry of Education by their Association delegates on committees for assessing merits and on school planning and examining boards; the Ministry invited the professional organizations to send their representatives to sit on these bodies and accepted whoever was appointed. This participation ended in July 1962 with a change in government. At present the Ministry is reorganizing its services and considering ways to insure a wider teacher representation in the future.

Appointments. The Ministry appoints every teacher directly (Nombramiento directo). At present appointments are made within the Ministry's administration policies. Formerly there were committees for the secondary level, on which the teachers had representatives to assess merits and suggest appointments and promotions.

Tenure. Permanent and student-teachers enjoy tenure. No tenure is assured for teachers on a yearly-contract basis. These teachers are re-confirmed at the beginning of each school year by the Ministry.

Retirement. A teacher may retire after 30 years' service on full salary, or after 25 years if he is 60 years of age. Pension rates were re-adjusted in 1961 to conform to the present higher cost of living. No retirement is assured for chronic illness or disablement, but a lump-sum indemnity is paid in such cases.

Social Security. There is a state social security organization (Seguro Social) which covers all state employees including teachers. It provides medicine, treatment and hospitalization for the employee exculusively, not his dependents, (except his wife in maternity cases only). For this service 2.5 per cent per month is deducted from each salary.

Sick Leave. One month's sick leave is allowed on full salary; after that, 75 per cent of salary is paid up to one year.

Maternity Leave. The woman teacher is entitled to 90 days' maternity leave on full salary.

Other Benefits. Married teachers with children under 18 (under 21 if they are studying) are paid a subsidy of 50 soles a month per child. Every civil servant is obliged to carry life insurance (Montepío), for which 6 per cent per month is deducted from his salary; this ensures a pension equivalent to 50 per cent of the teacher's pension to the widow for life and to every child up to the age of 18 (for boys) or 21 (for girls if single). Teachers have a Mutual Aid Fund (Mutual Magisterial) which is also a life insurance policy for 30,000 soles. The monthly deduction for this is 35 soles. Two months' salary is awarded a teacher at the end of 25 years' service, provided he has never asked for leave in that time, or three months' salary in the case of uninterrupted service. Currently the Executive and Legislative Branches are dealing with matters related to teachers. The Draft Statute and Scale of the Peruvian Teaching Profession has recently been approved (if the Senate ratifies it it will become law). This piece of legislation contains the main aspirations of the nation's teachers. The law of Free Secondary Schooling, passed a few months ago, will allow secondary schools to serve the entire outgoing primary school population in 1964.

# Trinidad

The information for this report was supplied by the Trinidad and Tobago Teachers' Union, a professional organization founded in 1919 with a present membership of 4,000 elementary and intermediate school teachers of both islands. With a total area of 1,864 and 116 square miles respectively, these islands lie off the northeast coast of South America and have a population of approximately 900,000 people of African, East Indian, Chinese and white ancestry.

## PROFESSIONAL STATUS

In 1962 over 193,000 children attended school, 20,000 of whom sat for their "common entrance" examination at the age of eleven plus, in order to continue secondary level studies in secondary modern, technical or grammar schools. Free compulsory education from the ages of 5 to 15 exists throughout the islands. There are about 3,225 government grammar schools and 2,000 denominational schools which receive government aid particularly for teachers' salaries. The number of technical schools is increasing every year; they offer courses in a wide range of fields such as agriculture, home economics, business, industry, hotel catering, etc.

Because of the constant need for teachers, provisional certificates are issued to pupil-teachers during their training, but unless they complete their course they do not rate as trained. To teach in elementary school a teacher must have completed 6 years of elementary school and 6 of secondary. In order to qualify for a two-year teacher training course, he must have passed his General Certificate Examination. For the secondary level a teacher must have completed his full training at a teachers' college or have a university degree--he must have graduate status. Opportunities for higher study are limited in the islands, so many scholarships for study abroad are offered. Nevertheless, there is a serious shortage of trained and graduate teachers at both levels. In 1958 the Ministry of Education implemented a one-year in-service training course for experienced teachers holding provisional certificates, who had never been able to attend teachers' college. About 150 teachers have thus been up-graded per year. Under another programme, the teacher training colleges offer a two-year residential course to untrained, experienced teachers. During this course the teachers continue to receive their full salary and enjoy free tuition, books, stationery, board and lodging. One hundred teachers are able to attend this course per year. A new training college, Mausica, was opened in 1963 in a spacious, well-equipped building in the northern part of Trinidad. It is expected to help turn out a larger number trained teachers each year. Total minimum years for an elementary teacher: 6 + 6 = 12 (provisional certificate) + 2 = 14 (trained). Total minimum years for secondary teacher: 6 + 6 + 2 = 14 (trained) + 2 = 16 (graduate degree).

## ECONOMIC STATUS

Academic achievement, responsibility and years of service are the factors which determine a teacher's salary. A pupil-teacher or an untrained teacher in an elementary school begins at from $120 (West Indies dollars) to $180 per month, with increases after further study. An assistant teacher earns $320 and a headmaster $420. At the secondary level a graduate teacher's beginning salary is $400 with increments that take it to $600 after 12 years. A principal earns $700. Special diplomas--in arts, physical education, etc.--bring the holders from $280 to $300 more annually. In denominational, aided grammar schools two-thirds of the teachers must have graduate status; in government higher education--teacher training colleges--all the teaching staff must have graduate status.

The following shows the salaries of the teaching profession together with earnings in other fields (1963):

| | Hours per week | Initial Salary |
|---|---|---|
| Primary | | |
| Teacher - untrained | 30 | $ 120<br>180 |
| Teacher - trained | 30 | 320 |
| Headmaster | 30 | 420 |
| Secondary | | |
| Teacher - graduate | 30 | 400 |
| Principal | 30 | 700 |
| Other occupations | | |
| Civil servant | 40 | 140 |
| Skilled labour | | 8 per day |
| Electrician | 44 | 192 (24 days per mo.) |
| Unskilled labour | | 0.80 per hr. |
| Journeyman-mason | 44 | 153.60 (24 days per mo.) |

Teachers' salaries are not high. Obviously it pays to be a trained teacher in Trinidad, for an untrained teacher earns less than a mason. With improved academic qualifications, a teacher receives considerable increases in salary. It is unfortunate that full training is not available to all young teachers.

## SOCIAL STATUS

Official Recognition. As the Ministry of Education considers the Teachers' Union the true spokesman for the teachers, the Minister and his officers address the Union whenever professional consultation or co-operation is required.

Appointments. Teachers are appointed by local boards whose members represent the Ministry of Education and the parish.

Tenure. Trained teachers are assured tenure as from the moment of their appointment. Student-teachers enjoy tenure only after they have reached 20 years of age.

Retirement. Teachers are obliged to retire on reaching 60 years of age on a pension equivalent to half their last salary. A retirement bonus is awarded equivalent to about three years' salary--that is, from $10,000 to $12,000.

Social Security. Teachers enjoy the same benefits as civil servants: free medical assistance, hospital and surgical treatment in case of need. Four per cent of salary is contributed for this service.

Sick Leave. Sick leave on doctor's orders is granted for as long as two and sometimes three months at half salary.

Maternity Leave. Three months' maternity leave is granted on half pay.

Other Benefits. A supplement ($20 per month per dependent) is paid to teachers who have dependents--parents with no source of income of their own and school-age children. Teachers and civil servants were the first to be granted loans for housing by the National Housing Loan Board. This assistance has now been extended to the general public.

# United States

The information for this report was supplied by the National Education Association of the United States (NEA).

The various geographical conditions within the boundaries of the United States as well as a heterogeneous historical background have created social, political, and economic patterns that vary from region to region. Notwithstanding these diverse conditions the over-all organization of public education is, at a cursory glance, surprisingly uniform.

The total resident population of the United States as of November 1, 1963, was 189,562,000. According to the 1960 census, 88.6 per cent of the total population at that time was white, 10.5 per cent was Negro, and the remainder of various other races.

During the academic year 1963-64 there were an estimated 1,718,832 elementary- and secondary-school teachers, including all instructional staff, for an enrolment of 41,757,665 pupils. It is estimated that 85.3 per cent of the elementary-school classroom teachers are women; at the secondary level 52.9 per cent are men. These statistics refer to public schools only.

The United States has no Ministry of Education responsible for national educational policy, for it is the traditional right of each state to take care of its own public education, to establish its own policy in this field, and to finance its own schools. The technical and limited financial aid which the federal government has put at the disposal of each state has been enacted only with great difficulty. This pattern is not always understood by the Latin-American countries.

No state in the Union can be said to be typical. The natural resources and other forms of wealth of each state determine the standard and the cost of living to a great extent, so the educational opportunities and the requirements for the employment of teachers vary accordingly. In order to present as objective a picture as possible, we shall attempt to analyze the professional, economic, and social conditions of teachers in five different regions besides the national average. One state has arbitrarily been chosen from each region: Massachusetts to represent the North and Northeast; Mississippi, the South; Michigan, the Middle; Arizona, the Southwest; and California, the Far West. A distinctive feature of the social customs in the United States is the great mobility of its citizens--particularly professionals, teachers included.

## PROFESSIONAL STATUS

There are different basic administrative units responsible for school systems in state, county, city, or town. The state legislature is responsible for the organization of education through a state board of education whose members are elected or appointed. County and local boards are responsible for the policies and programmes of local schools.

The Research Division of the NEA reports that in 1963-64 there are 31,319 basic administrative units in the country, and indicates a marked decrease in the number of such units annually. The trend is toward consolidation into larger local school governments. The administrative head of a local unit is the superintendent, a professional educator in charge of the administration and supervision of a school district--planning, co-ordination, and appointments.

There is no clear-cut set of conditions separating elementary- from secondary-school teachers, except that they are trained especially for teaching at one level or the other. They are recruited on the basis of their academic background and experience. Teachers may move from elementary to secondary grades with some additional specialized training. With training beyond the bachelor's degree, they may also move to supervisory and administrative positions.

Starting in September 1964, a bachelor's degree will be the minimum requirement in 49 states and the District of Columbia for a beginning elementary-school teacher; all the states require it for the secondary level. In fact, more than one-third of the nation's high-school teachers hold master's degrees. For principals, supervisors, and other specialized personnel, a master's degree is currently required; many hold doctorates.

These degrees imply 6 or 8 years in elementary school, 6 or 4 in secondary or high school and 4 in university or college. On the successful completion of the third stage a bachelor's degree is granted. Intensive study for one more year is necessary to attain a master's degree.

Because compulsory education is rather effectively enforced, every year the need for new teachers exceeds the supply. Consequently, in spite of minimum requirements formally established, a few teachers are employed with less than standard qualifications. It is estimated by the NEA Research Division that 10.9 per cent of the public-school teachers in the United States have less than a bachelor's degree, 89.1 per cent hold at least a bachelor's degree, and 24.6 per cent hold master's or doctor's degrees.

## ECONOMIC STATUS

There is no difference between the salaries of elementary and secondary teachers with equal training and experience. The fact that a bachelor's degree is universally accepted as a minimum standard for beginning teachers has brought about an increase in their initial salaries so as to attract young university graduates. This has, simultaneously, focused attention on the lack of proportionate increases for the experienced.

The statistical studies covering the thirteen-year period 1950-51 to 1963-64 show important increases in the salaries of classroom teachers, principals, and superintendents over that period as an adjustment to the higher cost of living and in recognition of the status of the profession in relation to other fields with corresponding economic rewards. Table A shows current salaries.

TABLE A
ESTIMATED AVERAGE ANNUAL SALARY - 1963-64

| | Instructional Staff | Classroom Teachers | |
|---|---|---|---|
| | | Elementary | Secondary |
| California | $7,800 | $7,075 | $7,900 |
| Michigan | 6,603 | 6,450 | 6,600 |
| Massachusetts | 6,410 | 6,135 | 6,475 |
| Arizona | 6,600 | 6,340 | 6,910 |
| Mississippi | 3,975 | 3,687 | 4,025 |
| National average | 6,164 | 5,797 | 6,214 |

Most states have established minimum salary laws, but these laws are not updated as often as the changing economy of the country would justify. Fortunately most districts pay teacher salaries that average well above the legal state minimum. The percentage of increase in average annual salaries in the last 13 years (1950-51 to 1963-64) ranges from 97.2 per cent for instructional staff to 106.6 per cent for elementary and 81.4 per cent for secondary school classroom teachers.

The consumer price index, including food, housing, apparel, transportation and other commodities and services, rose from 83.8 in 1950 to 106.7 in 1963, based on the 1957-1959 average as 100.00.

The importance of size of school district in determining teacher's salaries should be pointed out. Table B shows the influence of this factor (pupil enrolment) in the wide range of average annual salaries of classroom teachers and elementary-school principals.

## TABLE B

### 1962-63 AVERAGE SALARIES PAID
By pupil enrolment of school districts

| | 25,000 or more | 3,000 to 24,999 | 300 to 2,999 | Under 300 |
|---|---|---|---|---|
| Classroom teachers | $ 6,405 | $5,750 | $5,345 | $4,604 |
| Elementary-school principals | 10,067 | 8,101 | 6,866 | 6,056 |

The reason for these differences in salaries is found in the difference in the wealth of the districts and the proportion of tax revenue devoted to the public schools. Because of the tradition that public schools are locally controlled, the sources of school funds vary widely in pattern. The State of Delaware, for example, provides 79.2 per cent of the revenue needed for public schools; the State of Nebraska, 6.3 per cent. In the face of higher nationwide standards of educational facilities, all local governments accept state and federal aid to some degree. Table C shows the sources of educational funds on an estimated percentage basis.

## TABLE C

### ESTIMATED PERCENTAGE OF REVENUE RECEIVED
For Public Elementary and Secondary Schools in 1963-64, from:

| | State Government | Local Gov't. and Sources Other Than Federal and State Governments | Federal Government |
|---|---|---|---|
| Mississippi | 57.5% | 37.4% | 5.1% |
| Michigan | 42.8 | 54.5 | 2.7 |
| California | 38.8 | 56.8 | 3.4 |
| Arizona | 34.3 | 58.0 | 7.7 |
| Massachusetts | 23.9 | 71.4 | 4.7 |
| National Average | 40.1 | 56.4 | 3.5 |

In order to assess the value of present teacher salaries, let us compare them with those of graduates holding similar degrees working in other fields. The figures in Table D represent average salaries of graduates in 1960 and in 1963-64; they do not correspond to a salary scale; they are the earnings in dollars of graduates with no experience.

## TABLE D

### Average Annual Initial Salaries of Graduates--Four-Year College

| | 1960 | 1963-64 |
|---|---|---|
| Engineer | $6,120 | $7,152 |
| Accountant | 5,350 | 6,240 |
| General business | 5,136 | 5,916 |
| Teacher | 4,270 | 4,548* |

One of the outstanding achievements of the teaching profession, working through its associations, has been the recognition by school boards of the principle that equal work deserves equal pay regardless of sex. This is almost universally applied in public elementary and secondary schools, although in other fields there are very wide discrepancies between the salaries of men and the salaries of women with equal qualifications, degrees, and responsibility. Table E compares the median salaries paid to teachers and to chemists and mathematicians, on the basis of equal preparation, in 1960.

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* Average minimum scheduled salary for classroom teachers with B.A. or equivalent in school systems enrolling 3,000 or more pupils.

TABLE E

| Level of Preparation | Chemists |  | Mathematicians |  | Classroom Teachers in School Systems of Cities With 30,000 - 100,000 Population |
|---|---|---|---|---|---|
|  | Men | Women | Men | Women |  |
| Bachelor's degree | $9,000 | $6,000 | $8,100 | $6,500 | $5,146 |
| Master's degree | 9,000 | 6,000 | 10,100 | 8,000 | 6,453 |
| Doctor's degree | 11,000 | 8,000 | 13,000 | 11,000 | 7,599 |

Table F shows the differences between the median earnings of [illegible] and those of women in various types of occupations.

TABLE F

MEDIAN EARNINGS IN 1962 OF YEAR-ROUND FULL-TIME CIVILIAN WORKERS
14 YEARS OLD AND OLDER

|  | Men | Women |
|---|---|---|
| Professional, technical, and kindred workers | $7,621 | $4,840 |
| Clerical and kindred workers | 5,613 | 3,826 |
| Operatives and kindred workers | 5,335 | 3,156 |
| Sales workers | 6,225 | 2,607 |

Table G shows the differences in salaries by academic degree held in public health and welfare workers in comparison with those of teachers.

TABLE G

MEDIAN NATIONAL MINIMUM AND MAXIMUM SALARIES IN PUBLIC HEALTH
AND WELFARE EMPLOYMENT, 1961

|  |  | Bachelor's degree | Master's degree |
|---|---|---|---|
| Public health nurse consultant | Minimum: | $3,960 | $5,460 |
|  | Maximum: | 5,112 | 6,934 |
| Child welfare worker | Minimum: | 4,101 | 4,787 |
|  | Maximum: | 5,364 | 6,150 |
| Classroom teacher | Minimum: | 4,270 | 4,600 |
|  | Maximum: | 6,500 | 7,100 |

These comparative tables make it obvious that teachers' salaries are lower on an annual average basis than those in some other fields for graduates holding similar qualifications. But the prospects are promising though slow-moving.

It is important to note that the teacher's work week is estimated at 48 hours, 30 minutes--longer than that of any other worker. Moreover, the conditions of work in teaching are more exacting and strenuous than those of most graduates filling salaried public positions. The teacher spends an average of about 30 hours in classroom instruction and 18 and a half hours in correction of written exercises, preparation, monitorial duties, official meetings, keeping records and reports, and so on.

While it is believed that there is a certain dissatisfaction on the part of teachers in many areas, this is not in inverse proportion to the size of salary: higher salaries do not automatically mean satisfied teachers nor lower salaries discontented teachers. It is the standard of living more than the cost of living and the social status of the teacher in the community that seems to outweigh economic rewards. These considerations are at present the object of judicious study on the part of the professional organizations.

## SOCIAL STATUS

*Official Recognition.* Teachers do not participate directly in school government at any level. They do, however, influence school policy very substantially through their professional organizations. Almost every teacher in the United States belongs to some professional association, many to several on different levels--district or city, state, and national. They may also be members of associations in specialized fields, like music, foreign languages, science, etc. It is the professional organization and not the individual teacher who defends professional rights, standards, the right to professional recognition and economic improvement.

The traditionally high standard of negotiation of the professional organizations in the best interests of education as well as of educators has long won the respect of educational authorities.

On the national level the National Education Association of the United States, founded in 1875, now with 900,000 individual members; the American Teachers Association, with 30,000; and the American Federation of Teachers, with 80,000, speak for the teachers of the nation at all levels, from kindergarten to university.

The tireless efforts of the National Education Association to advance the teaching profession and the cause of public education for over a century have gained the recognition of state governments as well as the Congress. The studies and findings of the NEA Research Division are consulted and used by all government authorities, who often cite them in their own reports.

*Appointment.* Teachers in most school districts are nominated by the superintendent and appointed by the board of education on the basis of their qualifications--degrees and experience.

*Tenure.* Forty-seven of the 50 states have laws governing teachers' contracts. In 25 states the law is a true tenure law and covers all public-school teachers. In 13 other states, coverage excludes certain areas or is subject to local option. A tenure law provides for continuing employment of teachers who under its terms have acquired permanent or tenure status, and requires school boards to comply with prescribed procedural provisions of notice, statement of charges, and right to a hearing before a tenure teacher can be dismissed, or before nonrenewal of the teacher's contract of employment can be effective. Commonly these laws require three years of probation.

Six states have state-wide continuing contract laws of the "spring notification" type. These laws require only that the teacher be given advance notice of nonrenewal of his employment contract. Unless the board notifies the teacher to the contrary by the date specified in the law, the contract is deemed to be automatically renewed for the succeeding school year.

In four states the law deals only with the period for which a contract may be entered into between the school board and the teacher. In the remaining three states the laws are silent on the permissible length of the contract term.

*Retirement.* Public-school teachers in all states are covered by a state or local retirement system, and in all states but one, the teachers contribute to the cost of their retirement allowances. In some states the retirement allowance is computed in two parts; an annuity based upon the member's accumulated contributions, and a pension derived from public funds. In other states the retirement allowance is considered as a total amount which usually is a fraction of the final average salary (variously defined) multiplied by the number of years of teaching service. Eligibility for voluntary retirment is usually age 60 with or without a stated number of years of service. Many school systems require retirement at age 65. Since many teachers are also covered by federal social security which provides full benefits on retirement at age 65, or reduced benefits on retirement at age 62, special computations are sometimes necessary.

Most retirement plans offer several kinds of retirement allowances, for example, larger monthly allowances to end at the teacher's death; smaller monthly payments of a specified number, those not paid by the time of death being paid to the beneficiary; allowances to be paid to a named beneficiary. Some retirement systems provide allowances to the survivors of members who die before retirement. Also practically all the retirement systems provide allowances for disabled teachers.

Leaves of Absence. Leaves of absence for different purposes carry with them different rates of pay, reinstatement privileges, and seniority rights. Almost all school districts grant sick leave, usually with full pay for a specified number of days; some systems grant additional sick leave at part pay for a specified number of days. Most systems grant maternity leave, but commonly without pay. Leave with pay is also frequently granted for attendance at educational meetings, jury duty, and death or illness in the immediate family. Types of leave granted with and without pay vary in accordance with individual state laws and local board regulations.

Other Benefits. Local school systems make it possible for teachers to have their own credit unions (voluntary associations in which members may borrow from the savings of all), and to be covered by group life insurance, group medical, hospitalization, and surgical insurance. A few school systems pay all the cost of one or more types of insurance; many pay part of the costs of some type of insurance.

# Uruguay

The information for this report was furnished by the three most representative associations of the teaching profession in the country: the two WCOTP members APES (Asociación de Profesores de Enseñanza Secundaria), which is an association of state secondary school teachers, and UFDAUT (Unión de Funcionarios Docentes y Administrativos de la Universidad del Trabajo), which is a union of the teaching and administrative staffs of all the technical schools, together with the federation of state primary teachers FUM (Federación Uruguaya del Magisterio).

Uruguay has about 2,700,000 inhabitants mostly of European origin, witn an estimated 2 per cent of African descent. There are no native aborigines. A land of rolling plains and temperate climate, it has long been a nation known for its lawmakers and cattle breeders. The latter are the mainstay of the country's economy while the former have made Uruguay famous for its advanced social legislation. This has meant free educational opportunities at all levels for everyone, with no distinctions between levels other than the academic. The educational slogan since 1877 has been free, universal, non-sectarian public education from primary school through the university. The 1950 Unesco figures set the illiteracy rate at 15 per cent of the population 15 years of age and over. The Ministry in its report to the OAS Meeting of Ministers of Education held in Bogotá in August 1963 estimated the total illiteracy at 9 per cent.

## PROFESSIONAL STATUS

Although there is a Ministry of Education and Social Welfare, the Minister has nothing directly to do with education. The educational system is governed by autonomous councils: one for primary education and primary-teacher training, and two for secondary education general and technical, each with its own teacher training programme. The single university with its ten schools is also autonomous. These councils are located in Montevideo, the capital, whence stem all decisions regarding planning, curricula, teacher training, appointments, etc. There is uniformity across the country within each level--for every school comes under its corresponding council, but there is little vertical co-ordination. As each council runs its own teacher training programme, the University does not. This means that although academically the studies required for a teacher's degree are of university level, they have no university status.

Since the reform in 1877 when normal schools were founded, the teaching profession has enjoyed prestige and teacher training courses have been well attended. There have been for many years more graduates than vacancies, and all state primary teachers in service are graduate. The number of private schools has been increasing steadily, though they are of small numerical importance compared with the public schools

TABLE A

| | Total | State | Private | Per cent Private |
|---|---|---|---|---|
| Primary | | | | |
| No. of schools | 2,197 | 1,915 | 282 | 13% |
| Students | 339,457 | 271,252 | 68,205 | 20% |
| Teachers | 11,975 | 9,969 | 2,006 | 16.7% |
| Male | 1,248 | 802(8%) | 446 (23%) | |
| Female | 10,727 | 9,167(92%) | 1,560 (77%) | |
| Secondary | | | | |
| No. of schools | 268 | 162 | 106 | 39.5% |
| Gen. secondary | 197 | 91 | 106 | 53.8% |
| Technical | 71 | 71 | | |

| | | | | |
|---|---|---|---|---|
| Students | | | | |
| Gen. secondary | 79,268 | 65,726 | 13,542 | 17% |
| Teachers | | 6,281 | | |
| Gen. secondary | | 5,036 | | |
| Technical | | 1,245 | | |

To become a teacher in a state primary school, a person must have done six years in primary school, the four basic years in secondary and four at the Normal Institute. Further study, from two to six years, gives him qualification in specialized fields--e.g., training of handicapped children, school administration and supervision. Total years of study: 6 + 4 + 4 = 14; + 2 to 6 = 16 to 20. This, however, does not assure him of a position because, as there are more graduate teachers than posts, every vacancy is filled competitively. The secondary teacher training programme requires 6 years in primary, full secondary (6 years), a competitive entrance examination in the special field the intending teacher chooses, and 4 years at the Institute for Professors (Instituto de Profesores Artigas) which has a limited enrolment. Total training: 6 + 6 + 4 = 16. The technical schools require 3 years' training for their teachers, provided they are technical school graduates. There is a wide range of technical skills taught at the many schools of the University of Labour (Universidad del Trabajo), and length of courses and requirements vary. Farm schools offer a three-year, post-primary course. Other schools require completion of three years of the general secondary course before entering. This is the case with the School of Electronics, which offers a two-year course followed by 3 years of teacher training. The schools for home industries and commercial training require 4 years. Total average training: 6 + 5 + 3 = 14. Of the three systems of teacher training, the primary has existed since 1877; the Instituto de Profesores, which trains teachers for the secondary level was founded in 1950; the technical teacher training programme at the University of Labour is even more recent.

ECONOMIC STATUS

The primary teachers' scale provides increments on a basic salary of 900 pesos for responsibility, type of school and years of service. There is a 50 pesos increment every two years up to 16; after that a larger increment up to 24 years. A teacher may then retire or submit to a psycho-physical check-up in order to continue for 5 years in active service. If he is found to be fit his salary increases by 20 per cent of basic and he may request authorization to teach 5 more years, but 35 is maximum. Besides these increments and a higher basic, there are special benefits for the rural teacher: bonus for rural school, 100 pesos; for location, 150; for housing, 80; for extra time (rural schools run one hour a day longer than urban), 60; resident, 60; total, 450 pesos.

TABLE B

| | | PRIMARY URBAN TEACHER (pesos) | PRIMARY RURAL TEACHER | |
|---|---|---|---|---|
| | | Salary | Salary | With bonus |
| Initial basic | | 900 | 950 | 1,400 |
| After 2 years | | 950 | 1,000 | 1,450 |
| " 16 " | | 1,300 | 1,350 | 1,800 |
| " 18 " | (80 pesos) | 1,380 | 1,430 | 1,880 |
| " 20 " | (120 pesos) | 1,500 | 1,550 | 2,000 |
| " 22 " | (150 pesos) | 1,650 | 1,700 | 2,150 |
| " 24 " | (20% of basic) | 1,830 | 1,890 | 2,340 |

The basic salary for principals varies with type of school from 950 to 1,100 pesos. The maximum salary for a principal with ten years' service--at a special urban school for handicapped children--is: basic, 1,100 pesos; increment for years of service, 250; bonus for specialized teaching, 150; for extra time (double), 240; residence, 80; total, 1,820 pesos. A district inspector, of which there are 87 for the whole country, has a basic 1,300 pesos; travelling expenses, 100; housing, 100. Maximum after 22 years' service, 2,250 pesos. There is one technical inspector for the entire primary system. His basic salary is 2,050 pesos plus bonus for travelling expenses, 180; housing, 100; increment after 22 years, 750; total, 3,080 pesos. This is the highest salary in the primary system.

The salary scale for secondary and technical schools establishes seven categories based principally on years of service but on merit as well--those successful in the competitive appointments are credited at the start with 3 years of service. This scale favours the experienced teacher by reducing his class hours while increasing his salary across the years. Table C indicates category and salary per weekly hours, minimum and maximum hours corresponding to each category, and salary for maximum teaching time. These rates are calculated for a three-hour-a-week course; a mathematics or history teacher doing four hours a week would earn four times the amount indicated per hour.

TABLE C

SECONDARY TEACHER

| Years of service | Category | Rate per hr. (pesos) | Min. time per Week | Max. time per Week | Max. Salary |
|---|---|---|---|---|---|
| 1 to 4 years | I | 78 | 3 hours | 15 hours | 1,170 |
| 5 to 8 " | II | 80 | 15 " | 18 " | 1,440 |
| 9 to 12 " | III | 82 | 18 " | 21 " | 1,722 |
| 13 to 16 " | IV | 94 | 18 " | 21 " | 1,974 |
| 17 to 20 " | V | 121 | 15 " | 18 " | 2,178 |
| 21 to 24 " | VI | 158 | 12 " | 15 " | 2,370 |
| 25 until retiring | VII | 212 | 8 " | 12 " | 2,544 |

The salaries of principals and inspectors are not included in this scale; they are paid according to the size and location of the school with no increments. The head of a large urban school earns 3,300 pesos; of a suburban, smaller school, 2,800. Inspectors earn top salary in the secondary system: 3,700 pesos plus 1,000 pesos for travelling expenses. Minimum salary (780 pesos) goes to the student teacher, who must put in 24 hours a week, fulfilling teaching duties when a teacher is absent on short leave (8 days at most) and doing clerical work at other times.

How teachers' salaries compare with those earned in other occupations in Uruguay can be judged from Table D.

TABLE D

| | Hours per Week | Initial (pesos) | After 4 years |
|---|---|---|---|
| **Primary** | | | |
| Teacher | 20 | 900 | 1,000 |
| Principal | 20 | 1,000 | 1,100 |
| Inspector--technical (top salary) | | 2,050 | 2,150 |
| **Secondary** | | | |
| Teacher | 15 - 21 | 1,170 | 1,440 |
| Principal | 30 - 48 | 3,300 | 3,300 |
| Inspector (top salary) | 34 | 3,700 | 3,700 |
| **Civil servant** | | | |
| Municipal | 30 | 1,250 | 1,370 |
| Minor clerk | 30 | 2,028 | 2,148 |

| | | | |
|---|---|---|---|
| Bank | | | |
| Clerk--beginner | 30 | 1,190 | 1,840 |
| Porter | 30 | 2,180 | 2,550 |
| Skilled workman | | | |
| Electrician | 44 | 2,250.30<br>(86.55 per day) | |
| Unskilled workman | | | |
| Wool warehouse | 44 | 1,999.92<br>(76.92 per day) | |
| Street cleaner | 30 | 890 | 1,010 |

While teachers have had no salary adjustment for higher cost of living since the beginning of 1962, bank employees are assured salary adjustments every six months and labourers every two years. A primary teacher never doubles his salary; a secondary teacher does after working 20 years. A bank clerk begins at a higher salary than a school principal, and four years later he is earning more than the principal will ever earn. A bank concierge and an electrician both earn more when they begin than the highest paid technical advisor in the primary system.

All the above are nominal salaries as of 1963; there are family bonuses for dependents to be added and deductions for the pension fund to be considered.

A male urban primary teacher, with twelve years' experience and three children:

| | |
|---|---|
| Basic salary | 900 |
| Increment 12 years | 300 |
| | 1,200 |
| 18% towards pension fund | 216 |
| | 984 |
| Family subsidy | 100 |
| Bonus for children--50 per child | 150 |
| Total take-home salary | 1,234 |

A woman secondary teacher, 15 years' service and three children:

| | |
|---|---|
| Category IV - 18 hours per week | 1,692 |
| 18% plus 1% pension fund | 321.48 |
| | 1,370.52 |
| Family subsidy | 100 |
| Bonus for children--50 per child | 150 |
| Total take-home salary | 1,620.52 |

1% extra is deducted from women's salaries for the Mother's Pension Fund.

## SOCIAL STATUS

Official Recognition. At the primary level teachers have no voice or direct participation in the governing council, except as members of the examining boards for the competitive appointments. FUM represents the teaching body before the council at times of salary or other negotiations. At the secondary level the teachers of general secondary have direct representation on the Council of Secondary Education (Consejo Nacional de Enseñanza Secundaria y Preparatoria) since three of its seven members are delegates from the primary council, the technical council and the university. The seventh member is the chairman. For this office the newly elected officers nominate three of their number to the Executive Council of Government, which traditionally appoints as chairman the teacher with the most votes. This council, like the other two, is autonomous. It is responsible for all post-primary general secondary (four years) and pre-professional education (two years) as well as teacher training (a four-year course). The Technical Secondary Council has two teacher delegates out of eleven members: the chairman and two others named by the Executive Council of Government, one each from the University, the Primary Council, the Liberal Arts Council, the Rural Federation, the National Farm Committee and the Board of Industries.

*Appointments.* Teachers are appointed by their respective councils on a competitive basis. All the applicants for primary vacancies are graduate teachers. This is not so in the case of secondary general or technical applicants as their training programmes have not existed long enough to produce an overproduction of graduates. The secondary vacancies are, by statute, filled on a percentage basis by graduates of the teacher training institute by open competition.

*Tenure.* Tenure is assured after a three-year trial period, during which time inspectors visit the teacher's class frequently.

*Retirement.* Primary teachers may retire after 25 years' service regardless of age, but may choose to continue five more years provided the health check-up is favourable, and another five after that at most. A teacher may retire on full pension on reaching the rate 75, that is years of service and age must add up to 75; or on reaching 55 years of age with at least 10 years' service. Mother teachers are favoured with one point per child toward the required 75. Full pension means the average of the last three years' salary, but after 30 years or more the pension is the last year's salary, with a supplement of 5 per cent of basic salary for every year after 30. (Example: on retiring after 35 years, salary is increased by 25 per cent of basic salary, that is, by 225 pesos). A retirement bonus is given as well: after 22 and a half years, 6 salaries based on the earnings of the last year; after 27 years, 12 salaries and after 30, the equivalent of 18 salaries.

Secondary teachers are governed by the national pension laws which provide for women a full pension (average of last three years' salary) on reaching the rate 75. For men this rate is 90. Retirement benefits are also awarded: 6 months' salary after 30 years; 12 after 35 years and 18 after 40 years. A mother has the privilege of a partial pension under the Mothers' Pension Law. A woman with at least ten years' service and a child under six may apply for retirement. The contributions for retirement benefits are high: 18 per cent for men, 19 per cent for women--the extra 1 per cent goes to the Mothers' Pension Fund. Besides these monthly deductions from salaries, the first three salaries must be contributed, including the increments; these contributions are payable over a period up to ten months.

*Social Security.* No special social security protects teachers. Social security is provided by the pension laws, free preventative medicine (vaccinations, TB X-ray examinations, etc.) which everyone enjoys, and free medical and hospital treatment for the indigent. Health insurance is provided by the medical syndicate and private clinics on a monthly contribution basis. Members of the teachers' co-operative (*Coopertiva Magisterial*) are given important discounts in the monthly dues for Medical Syndicate Services.

*Sick Leave.* A teacher is granted sick leave on full salary for as long as three consecutive years on doctor's recommendation. If he is disabled as the result of a disease contracted while in service, or suffers an accident during service, he may retire on full pension regardless of years of service.

*Maternity Leave.* Three months' maternity leave is granted on full salary with special mid-morning and afternoon time off for feeding after leave expires.

*Other Benefits.* A family bonus of 100 pesos is awarded regardless of salary to every wife, husband or single person who has a dependent (a parent, for instance) if the dependent's own pension does not exceed 500 pesos. A bonus for children is awarded in the amount of 50 pesos for each child up to the age of 16 provided he attends school. The Teachers' Co-operative (*Cooperativa Magisterial*) is the only organization to which teachers at all levels--including the university--are affiliated. The benefits are principally credit facilities for buying household goods and furnishings at the Co-operative or at special stores. Discounts at general stores and medical centres and small loans are also granted to members. The Co-operative has also launched a housing programme which is still in the planning stage. Teachers share with all civil servants the benefit of a long-term loan (30 years) for housing, given by the National Mortgage Bank. Teachers have the right to leave with full salary for study and improvement through scholarships. Secondary teachers are granted, besides, a full year's leave on full salary after every eight of active service, for travel and improvement.

# Venezuela

The material for this report was supplied by the Federation of Venezuela Teachers (FVM) which speaks for all of the teachers of the country.

The Republic of Venezuela, situated in the northeastern tropical region of South America, has an area of 352,141 square miles. The total population is approximately 7,722,000--mainly of Spanish and Amerindian descent. One of the unusual features of the country is that 80 per cent of the population is settled in less than 20 per cent of its territory, 63.8 per cent in urban areas. The capital, Caracas, has almost one and a half million inhabitants.

## PROFESSIONAL STATUS

The teachers of Venezuela have long suffered the consequences of political instability and dictatorships opposed to the development of education. This explains why, in spite of a high per capita income, Venezuela has an illiteracy rate (adults 15 years and over) of 45 per cent. Education has advanced only in the last five years with the opening of many new primary, secondary and teacher training schools. The professional, economic and social status of the teaching profession has also improved in this period. There are three types of schools from the administrative point of view: municipal, state and national. Each has its own budget for teachers' salaries but follows the policies and curricula set down by the Ministry of Education, which is the final authority on all educational matters for the country.

The following comparative tables show the growth of public and private education during the last ten years.

TABLE A

NATIONAL STATISTICS FOR PRE-PRIMARY AND PRIMARY PUBLIC & PRIVATE EDUCATION

| School year | STUDENTS | | | TEACHERS (81% women) | | | SCHOOLS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Public | Priv. | Total | Public | Priv. | Total | Public | Priv. |
| 1953-54 | 596,382 | 501,679 | 94,703 | 17,436 | 13,779 | 3,657 | 7,014 | 6,381 | 633 |
| 1957-58 | 751,561 | 608,428 | 143,133 | 20,914 | 14,912 | 6,002 | 6,676 | 5,606 | 1,070 |
| 1961-62 | 1,346,751 | 1,169,473 | 177,278 | 37,187 | 30,253 | 6,934 | 12,599 | 11,602 | 997 |

TABLE B

NATIONAL STATISTICS FOR PUBLIC AND PRIVATE NORMAL SCHOOLS

| School year | STUDENTS | | | TEACHERS (40.7% women) | | | SCHOOLS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Public | Priv. | Total | Public | Priv. | Total | Public | Priv. |
| 1953-54 | 4,374 | 2,325 | 2,049 | 415 | 125 | 290 | 42 | 6 | 36 |
| 1957-58 | 8,260 | 3,844 | 4,416 | 820 | 202 | 618 | 68 | 10 | 58 |
| 1961-62 | 32,434 | 17,282 | 15,152 | 2,047 | 735 | 1,312 | 130 | 31 | 99 |

Table A shows that the rate of increase in enrolment in pre-primary and primary schools during the period 1953-57 was 25.8 per cent while in the next five years it was over 79 per cent. Table B shows an even greater rate of increase in the enrolment at teacher training schools--89.7 per cent for the first five years to nearly 300 per cent in the following five.

In 1959 an estimated 53 per cent of the primary teachers in service were unqualified. The training of in-service teachers has been a serious concern of the authorities in recent years. Consequently, since 1959 some normal schools offer courses for the up-grading of trained teachers and professional training for untrained in-service teachers. A prospective primary-school teacher must have completed six years of primary schooling in order to enrol in a normal school where, until 1961, a three-year training course was offered; since 1961 the course has been extended to four years. Total years' schooling for a trained primary teacher: 6 + 4 = 10.

In March 1964 the Ministry published the Rules for the Training of Teachers which established courses attached to the Institute for the Professional Improvement of Teachers for the up-grading and training of teachers in normal, secondary and technical schools. These courses are given by correspondence during the school-year and followed by intensive classwork in holiday periods for four years, plus one more year of practice and research in the school where the student teaches. Enrolment is open to teachers with no teaching degree who have from three to twenty years' experience in education, are not over age 55 and have completed secondary (bachiller), normal or technical school. In 1958 it was estimated that 52 per cent of the teachers in secondary schools had no training in education.

Table C shows the rapid expansion of secondary schools, though it refers only to grammar schools which confer the degree of bachiller, and not to all post-primary schools.

TABLE C

NATIONAL STATISTICS FOR PUBLIC AND PRIVATE SECONDARY GRAMMAR SCHOOLS

| School year | STUDENTS Total | Public | Priv. | TEACHERS (28% women) Total | Public | Priv. | SCHOOLS Total | Public | Priv. |
|---|---|---|---|---|---|---|---|---|---|
| 1953-54 | 33,481 | 20,055 | 13,426 | 2,231 | 918 | 1,313 | 197 | 52 | 145 |
| 1957-58 | 55,194 | 30,095 | 25,099 | 3,337 | 1,022 | 2,315 | 300 | 62 | 238 |
| 1961-62 | 122,311 | 89,227 | 33,084 | 5,634 | 2,873 | 2,761 | 383 | 143 | 240 |

The outstanding number of private schools at this level is striking: in 1953 when there were 197 secondary schools, 73.6 per cent were private; five years later this number had increased by 93 to 79 per cent, and in 1961 62 per cent were private. However, the student enrolment for the same years in public schools is most significant since in 1953 it was 59.8 per cent of the total; in 1957 it was 54.5 per cent and in 1961 it soared to 72.9 per cent. The full total of student enrolment in post-primary schools, including technical, normal and grammar schools (day and night courses) was 186,111 in 1962.

A graduate secondary-school teacher must have completed 6 years in primary school and 5 in secondary (3 general plus 2 specialized, either science or humanities); then 4 years at college--Pedagogical Institute or School of Education at a university. Total years schooling for a graduate secondary-school teacher: 6 + 5 + 4 = 15. There are six university departments of education and two Pedagogical Institutes.

## ECONOMIC STATUS

Teachers' salaries depend on the type of school system--whether municipal, state or national. In large municipal districts, like Caracas, the basic salary is higher than elsewhere in the country. The Federación Venezolana de Maestros has long protested against this inequality and has at last obtained a general improvement in teachers' salaries over the country so that they are no equal to those in the capital.

The salary scale for primary school teachers prescribes basic salaries according to years of service and qualifications. According to this scale, all teachers are classified into two groups: qualified teachers--urban, rural or pre-primary--are Type A and those unqualfied are Type B. The basic salary for a graduate teacher in 1962 was 700 bolívares with an increment of 30 bolívares every three years. The untrained teacher's basic salary was 500 bolívares with an increment of 15 after the third and the sixth year. Teachers at secondary level are paid on an hourly basis at 15 bolívares for graduates and 12 for untrained teachers. The maximum number of hours per week a secondary-school teacher may teach in public schools is 30, consequently his monthly pay may be as high as 1,800 bolívares if he is a graduate, and 1,440 if he is untrained.

TABLE D

1960-64 MONTHLY SALARIES FOR PRIMARY AND SECONDARY TEACHERS

| | Hours per week | Initial (bolivares) | After 6 years | After 27 years |
|---|---|---|---|---|
| Primary | | | | |
| Teacher--untrained | 25 | Bs. 500 | Bs. 530 | same |
| Teacher--graduate | 25 | 700 | 760 | 970 |
| Secondary | | | | |
| Teacher--untrained | 30 | 1,440 | same | same |
| Teacher--trained | 30 | 1,800 | same | same |

The status of these salaries is evident when compared with the pay of wage earners in other fields.

TABLE E

1960-64 MONTHLY SALARIES AND WAGES

| | Hours per week | Initial |
|---|---|---|
| Teacher (untrained) | 25 | Bs. 500 |
| Teacher (graduate) | 25 | 700 |
| Unskilled labour | | |
| Construction worker | 40 | 264<br>(12 per day) |
| Janitor | 40 | 440<br>(20 per day) |
| Skilled labour | | |
| Electrician | 40 | 594<br>(27 per day) |
| Typist (junior) | 40 | 1,025 |
| Accountant (junior) | 40 | 2,275 |
| Civil Engineer (medium responsibility) | 40 | 3,035 |

A primary-school teacher's highest salary (at the end of his career) is higher than the wage of a skilled workman and less than a junior typist's. At secondary level, teachers who are given the opportunity of teaching full time earn a higher salary, but not every teacher is appointed for the maximum hours. Primary-school teachers are paid a bonus of 100 bolívares as compensation for location in some states where the cost of living is higher. They receive additional monthly supplements of 100 bolívares for family and 80 bolívares for each child under 21. These supplements are forfeited if the teacher, man or woman, becomes widowed or divorced.

## SOCIAL STATUS

Official Recognition. The Ministry of Education is the responsible authority in all educational administration, with no participation or official representation of the teachers except for unofficial contacts with the Teachers' Federation as spokesman for the teachers of the country.

Appointments. Teachers at both levels are appointed directly by the Ministry, on the recommendation of the school principal seconded by the supervisor for the area. The Teachers' Federation is agitating for the competitive-merit system to be adopted.

Tenure. Teachers are assured the right of tenure but may be reassigned to a distant post without warning. They may also be dismissed without a hearing although this situation arises only at times of political insecurity and unrest. This is one of the situations which the Federation has long been striving to correct by the approval of legal guarantees of tenure enforcement.

Pension. A teacher may retire after 30 years' service on a small monthly pension and a lump-sum payment equivalent in amount to what he has paid in to the pension fund of the Ministry's Social Service Institute (IPASME) during his career, which is 3 per cent of his salary. His pension is about 70 per cent of his last salary.

Social Security. All national and state teachers in active service are covered by the services of IPASME for which they contribute 6 per cent of their salaries. This Institute provides full medical assistance, including dental work, prescriptions for eye-glasses, etc., for the teacher and his dependents. On retiring a teacher loses all rights to these services. Teachers in the municipal systems are not included in the insurance of IPASME, nor are private-school teachers.

Sick Leave. Sick leave with pay is granted for as long as 30 days. An extension can be obtained if it is proved to be necessary.

Maternity Leave. Three months' leave is granted on full salary.

Other Benefits. The IPASME is run by a Board whose members include delegates of the teachers' federation of the organization of secondary-school teachers (Colegio de Profesores) and of the Ministry staff. IPASME grants loans to its members. The Workers' Bank reserves 5 per cent of its loan funds for housing and building as required by members of the FVM.

# Appendix

ECONOMIC STATUS OF PRIMARY AND SECONDARY PUBLIC SCHOOL TEACHERS

| Country | Established Salary Scale | Basis of Scale | | | Frequency of Increments | Adjustments to cost of living |
|---|---|---|---|---|---|---|
| | | Years | Qualification | Responsibility | | |
| ARGENTINA | Yes | Yes | | Yes | After first 2 years, then every 5. | Automatic(but not applied) |
| BARBADOS | Yes | Yes | Yes | Yes | Annual first 4 years then only by improving academic standard. Approx. 25% less for women than men. | No |
| BOLIVIA | Yes | Yes | Yes | Yes | Every 5 years | Yes |
| BRAZIL (Guanabara) | Yes (state level) | Yes | Yes | Yes | 10% increment every 3 years. Maximum of 9 increments | Automatic |
| BRITISH GUIANA | Yes | Yes | Yes | Yes | Every 5 years | Yes (to be applied) |
| CANADA | Yes (province level) | Yes | Yes | Yes | Every year (generally) | Yes |
| COLOMBIA | Yes (department level) | Yes | Yes | Yes | Every 3 yrs. from the 7th to the 21st year of service | Yes |
| COSTA RICA | Yes | Yes | Yes | Yes | Three, every 3 years. | Yes |
| CHILE | Yes | Yes | Yes | Yes | Every 3 years | Yes |
| DOMINICAN REPUBLIC | No | Yes | Yes | Yes | | |
| ECUADOR | Yes | Yes | Yes | Yes | Every 4 years | No |
| EL SALVADOR | Yes | Yes | | Yes | After 10 years (primary) | No |
| GUATEMALA | Yes | Yes | | Yes | Every 5 years | Yes |
| HONDURAS | Yes (primary) | Yes | Yes | Yes | Every 5 years up to 25. | No |

| Point maximum salary reached | Increase(approx.) over initial | Retirement Allowance | | |
|---|---|---|---|---|
| | | | Method of calculation | |
| | | Maximum | Age | Years of service |
| 25 years | 56% | 82% of last salary | Not specified | 25 |
| 33 years | 32% for men after 4 years. 25.5% for women after 4 years. | 66% of last salary or a lump sum and a pension (50%) | 50(bad health)<br>55(optional)<br>60(compulsory) | 33 |
| 25 years | 175% | last salary (to be applied) | | 25 (to be applied) |
| 25 years (approx.) | 60% | Last salary. Increases in same proportion as salary of those in active service. | Not specified | 25 (primary)<br>30 (secondary) |
| 25 years | 60% | 66% of salary | 55 (to be applied) | |
| 11/14 years | 72% | Varies widely | See CANADA, Table D, page 28. | |
| 21 years | 33% | 80% of last salary | Not specified | 20 (rural)<br>25 to 35 (urban) |
| 10 years | 30% | Average last 10 years | Not spec.<br>60<br>Not spec. | 30<br>20<br>10 |
| 27 years | 133% Primary<br>140% Secondary | Average last 3 years | Not specified | 30 |
| 25 years | | 60% of last salary | 60 | 25 |
| 30 years | 36.5% | Last salary | 55 | 30 |
| 30 years | 35% Primary, Second. no increment | Last salary | Not specified | 30 |
| 30 years | 96% | Average last 5 years | 60 | 30 |
| 25 years | 60% Primary, Second. no increment | Last salary | Optional until 72 (max.) | 30 |

| Country | Established Salary Scale | Basis of Scale<br>Years | Qualification | Responsibility | Frequency of Increments | Adjustments to cost of living |
|---|---|---|---|---|---|---|
| JAMAICA | Yes | Yes | Yes | Yes | | No |
| MEXICO | Yes | Yes | | Yes | Every 5 years (primary) | Yes |
| NICARAGUA | Yes (primary) | Yes | Yes | Yes | 5-10-20-30 yrs. (primary) | Yes |
| PANAMA | Yes | Yes | Yes | Yes | Every 2 years | Yes |
| PERU | Yes | Yes | Yes | Yes | Every 5 years (7%) | Yes |
| TRINIDAD | No | No | Yes | Yes | | No |
| URUGUAY | Yes | Yes | | Yes | Every 2 yrs. up to 24 yrs. Primary.<br>Every 4 yrs. up to 25 yrs. Secondary. | No |
| UNITED STATES OF AMERICA | Yes | | Yes | Yes | Varies--annually or not. | Yes |
| VENEZUELA | Yes (primary) | Yes | Yes | Yes | Every 3 years trained teachers.<br>Untrained receive only 2 increments | Yes |

| Point maximum salary reached | Increase(approx.) over initial | Retirement Allowance | | |
|---|---|---|---|---|
| | | | Method of calculation | |
| | | maximum | Age | Years of service |
| 40 years | | 66% of 3 best consecutive years. | Not specified | 40 |
| 25 years | 50%-160% | Basic initial salary | Not specified | 30 |
| 30 years | 45% Primary, Second. no increment | Basic initial salary | After 60 | 30 |
| 28 years | 33 1/3% | Last salary for Primary up to 200 balboas. Above that average last 3 yrs. Average last 5 yrs. for secondary, last 3 yrs. if principal. | Not specified | 28<br>20 (disability) |
| 25 years(women)<br>30 " (men) | 30%-60% | Last salary | 60<br>Not spec. | 25<br>30 |
| 12 yrs. Second. | 33% Secondary | 50% last salary | 60 | |
| 24 years(Prim.)<br>25 " (Sec.) | 103%-117% | Average last 3 years or last year after 30. (Prim.)<br>Average last 3 yrs. (Secondary) | Not specified<br>55 | 25 or age plus years equal 75 (primary).<br>10 or if age plus years equal 75--women, age plus years equal 90--men. (secondary) |
| Maximum qualification or max. position reached | Various | Percentage of last salary determined by years of service. | 60-65 | Not specified |
| Prim: 27 years for trained, 6 years untrained. Second: maximum teaching hours are allotted. | 38.5% Prim. Secondary no increment. | 70% of last salary per month besides lump sum in the amount of 3% contributed to the fund. | Not specified | 30 |

SOCIAL STATUS OF PRIMARY AND SECONDARY PUBLIC SCHOOL TEACHERS

| Country | Hours per week | | Direct participation in educational policy-making | Tenure | Social Security |
|---|---|---|---|---|---|
| | Prim. | Sec. | | | |
| ARGENTINA | 20 | 6-24 | Yes | Yes | Complete medical service. Hospital treatment and medicine at reduced cost. Health service run by Ministry of Education. |
| BARBADOS | 25 | | No | | No special health service is available for teachers. |
| BOLIVIA | | | No | Yes | Full medical assistance whether state or private schools. 7% deduction for this service. |
| BRAZIL | 20-25 | 7-27 (Pub.)<br>12-80 (Priv.) | No | After 2 yrs. probationary period(Primary). Not assured if under contract (Secondary) | Full medical service for teacher and dependants shared with civil servants. |
| BRITISH GUIANA | | | No | Pupil teacher after age 20. All teachers after physical examination and entry into retirement plan. | Assoc. provides relief in case of illness. Free medical services. Benefits to dependents upon teacher's death. |
| CANADA | | | No | After 2 years' probation in 6 provinces | Hospital insurance or health insurance plans, some compulsory,some optional. Maternity insurance. Relief for accidents on the job. |
| CHILE | 25-30 | 12-36 | Yes. Four councillors in National Council of Education. | Immediate | No health service except preventive. Retirement benefits and relief to dependents in case of teacher's death. |

| Sick Leave | Maternity Leave | Other Benefits |
|---|---|---|
| Full salary depending on years of service. Law grants full salary for one year and 50% for second year. Retirement for disability. | 3 months with full salary | Loans for housing. Christmas bonus: 1/12 annual pay. Family subsidy: $400 for wife and $150 for children under 18. Location bonus. One year's leave on full salary for improvement or scholarships every 10 years. Holiday camps. 1.5% is deducted from salary. Loan on salary covered by 2% monthly deduction. |
| Granted from 6 months to one year in exceptional cases. | Six months with pay every four years | After 5 years service a Head Teacher or Assistant Teacher receives allowance for cost of passage to England provided salary during 3 previous years reached $3,600 per year. |
| For 30, 60 to 90 days with pay. | Three months with pay | Loan to teachers guaranteed by salary. Family supplement for each child. Christmas bonus: one month pay. |
| 6 months with full salary. 3 months more on 2/3 salary. 14 months more on 1/3 salary.(São Paulo) | On full salary | Loans for housing. Family subsidy. São Paulo: extra leave at end of 10th year--6 months with pay provided sick leave unused. |
| One month full pay. 5 months more on half salary if less than 1 month has been used during each of 3 preceding years. Principals may grant 3 days. | | One month extra leave every 5 years of service. Leave of absence or 2 months leave with pay for study and travel purposes. State banks give loans for housing. Assoc. gives legal advice. |
| 10 to 20 days' leave with pay, cumulative up to 200 days. | Leave without pay for varying periods--up to one year--depending on School Board. | Sabbatical leave with partial salary. Gratuity on retiring equal to salary of unused sick leave. Co-operative housing association and credit union. |
| Up to 2 consecutive years on full pay. | 3 months on full pay. | No |

| Country | Hours per week | | Direct participation in educational policy-making | Tenure | Social Security |
|---|---|---|---|---|---|
| | Prim. | Sec. | | | |
| COLOMBIA | 27 | | No | Yes, for full-time and for qualified teachers. Others yearly contract. | Free medical and dental services for all teachers and dependents. Loans for housing. Co-operative stores. |
| COSTA RICA | 28 | 1-36 | Yes. Teachers' assoc. has delegates on the National Council of Education | Yes, for those qualified or competitively appointed. Others, no. | Free medical services. |
| DOMINICAN REPUBLIC | 17 1/2-38 | 20-35 | | Yes | No |
| ECUADOR | 30 | 20 | No | Immediate | Complete medical and dental services to teacher and his dependents. |
| EL SALVADOR | 30 | 6-30 | No | Immediate | Free medical service for all civil servants. |
| GUATEMALA | 30 | 20 | Yes, on Classification Board(*Junta Calificadora de Personal*). | By statute | Free medical health service and life insurance for all civil servants. |
| HONDURAS | 30-36 | 30 | No | Immediate | Free medical service provided by Federation of Teachers and national social service for teacher and dependents, children under 2. This last not extended to all the country. |
| JAMAICA | 30 | | No | Immediate | No |
| MEXICO | 20-25 | 12-30 | Delegate on National Placement Committee. | Immediate | Free health service for teacher and dependents, children under 18. |
| NICARAGUA | 25 | 28 | No | Partially assured | Free health service for civil servants and teacher, spouse and children under 2 (in the city of Managua only) |

| Sick Leave | Maternity Leave | Other Benefits |
|---|---|---|
| 15 to 90 days on full salary. Extensions on doctor's recommendation | 3 months full salary | Christmas bonus: 1/2 salary. Family subsidy. Salary adjustment to cost of living every 6 months. |
| Up to one year on half salary. If disabled may retire. | 4 months full salary | Christmas bonus. Loans for housing. Life insurance. |
| Up to 60 days with pay. Only exceptionally extended two months more with half pay. | 84 days with pay. | No |
| Up to 90 days on full salary | 40 days on full salary | Loans. Maximum being equal to 7 salaries. Minimum interest. |
| Up to 30 days full salary.<br>2nd month 1/2 salary.<br>3rd month without pay. | 2 months full salary | No |
| Up to 3 months on 1/2 salary extended to 6 months on doctor's recommendation | 2 1/2 months on full salary | Limited housing plans. |
| 2 months full salary. 3rd month half salary. Exceptionally extended to one year without pay. | 10 weeks on full salary | Land-grant committee assigns lots for teachers housing. |
| Up to one month on full salary for longer leave, percentage salary proportionate to years of service. | 4 months without pay | 4 months leave on full salary every 7 years provided teacher travels. |
| 30-90 days full salary depending length of service. Longer leave on half salary. | 3 months full salary | Insurance plan 50% of policy paid on retiring. Co-operative goods stores. Loans for housing repayable up to 15 years. Study and travel grants. |
| One month extended to 2 in case of surgery. | 2 months with full salary | Loans equal to two months salary payable in 6 months. Loan for housing payable in 20 years. |

| Country | Hours per week Prim. | Hours per week Sec. | Direct participation in educational policy-making | Tenure | Social Security |
|---|---|---|---|---|---|
| PANAMA | 25 | 24-40 | Delegates on committee to study reform of educational system. | After 2 years probationary period | Full health service for teacher and dependents, children under 14. |
| PERU | 33 | 9-36 | Up to 1962, yes. Associations sent delegates to act on official committees to assess merits, school planing. | Immediate for permanent and student-teachers. Not assured for those on a contract basis. | Health service for all civil servants and for wife in maternity cases only. |
| TRINIDAD | 30 | 30 | No | Immediate | Free medical assistance for all civil servants and teachers. |
| UNITED STATES OF AMERICA | 30 (teaching) | 30 | No | Assured by contract or after 3 years. | Many health insurance schemes cover all services. |
| URUGUAY | 20 | 15-21 | Primary teachers: no. Secondary teachers have delegates on National Council of Secondary Education. | After 3-year probationary period. | No special health service but preventative medicine available. |
| VENEZUELA | 25 | 30 | No | Assured(not fully enforced) | Free medical service by Ministry of Education for teachers and dependents. |

| Sick Leave | Maternity Leave | Other Benefits |
|---|---|---|
| Up to one month full salary plus 3 months without pay | 5 months on full salary | Loans for housing. Teachers housing district already built. Credit unions. |
| One month full salary, after that 75% of salary up to one year. | 3 months full salary | Leave, full pay for heads of union. Family subsidy per child. Mutual aid fund similar to life insurance. Two months salary after 25 years service provided never asked for leave. Three months if uninterrupted service. |
| Up to 3 months exceptionally on 1/2 salary. | 3 months on half salary | Supplement for dependents. Loans for housing. |
| Several days on full or partial salary. Wide variations in different states. | Usually without pay | Leave frequently granted for attendance at educational meetings, jury duty, family emergency. Loans to members of credit unions on basis of their own savings. |
| Up to maximum of 3 consecutive years full salary upon doctor's recommendation. | 3 months full salary | Family bonus for dependents and children up to 16 if they attend school. Teacher co-operative goods store and credits. Loans for housing repayable in 30 years. Leave with full salary for reasons of study or travel. |
| 30 days on full salary. | 3 months' leave on full salary | Life insurance scheme within Ministry of Education services. Credits for housing given by Workers Bank. |

## CURRENCY CONVERSION TABLE *

| Monetary Unit | US $1 Equivalent |
|---|---|
| ARGENTINA: Peso | 134.70 |
| BARBADOS: West Indies Dollar | 1.71 |
| BOLIVIA: Peso | 11.88 |
| BRAZIL: Cruzeiro | 620 |
| BRITISH GUIANA: West Indies Dollar | 1.71 |
| CANADA: Canadian Dollar | 1.08 |
| CHILE: Escudo | 3 |
| COLOMBIA: Peso | 9.01 |
| COSTA RICA: Colón | 6.62 |
| DOMINICAN REPUBLIC: Peso | 1 |
| ECUADOR: Sucre | 18 |
| EL SALVADOR: Colón | 2.50 |
| GUATEMALA: Quetzal | 1 |
| HONDURAS: Lempira | 2 |
| JAMAICA: Jamaica Pound | 7/- |
| MEXICO: Peso | 12.50 |
| NICARAGUA: Córdoba | 7 |
| PANAMA: Balboa | 1 |
| PERU: Sol | 26.85 |
| TRINIDAD: West Indies Dollar | 1.71 |
| URUGUAY: Peso | 16.50 |
| VENEZUELA: Bolívar | 3.35 |

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* Approximate, as of 1963